

**In the Name of God,
the Most
Compassionate
the Most
Merciful**



Shahrood University of Technology

Faculty of Humanities

**Discourse of Language Education Change in an EFL Context: A Critical
Analysis**

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This thesis entitled “DISCOURSE OF LANGUAGE EDUCATION CHANGE IN AN EFL CONTEXT: A CRITICAL ANALYSIS” was submitted by Zahra Sabetnam for the degree of master of science/Art. It was thoroughly examined for its form and content and was recommended to be accepted as the partial requirement for awarding the degree.

Full name	Position(in Viva)	Signature

Dedication

Every challenging work certainly requires considerable energy, a great deal of patience, well as pieces of constructive advice. My work is dedicated to my loving parents whose non-stop love, encouragement, and prays made me able to get such success and honor. Along with this thesis is dedicated to my respected supervisor, Dr. Seyyed Ali Ostovar-Namaghi, whom I feel behold for his deep knowledge and constructive comments during formulating and completing the study.

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تعهد نامه

اینجانب زهرا ثابت نام دانشجوی دوره کارشناسی ارشد رشته آموزش زبان انگلیسی دانشکده علوم انسانی و معارف اسلامی دانشگاه صنعتی شاهرود نویسنده پایان نامه گفتمان تغییر آموزش زبان انگلیسی در محیط غیر انگلیسی زبان (EFL): تحلیلی انتقادی تحت راهنمایی دکتر سید علی استوار نامقی متعهد می شوم.

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- در کلیه مراحل انجام این پایان نامه، در مواردی که به حوزه اطلاعات شخصی افراد دسترسی یافته یا استفاده شده است اصل رازداری ، ضوابط و اصول اخلاق انسانی رعایت شده است.

تاریخ

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مالکیت نتایج و حق نشر

- کلیه حقوق معنوی این اثر و محصولات آن (مقالات مستخرج، کتاب، برنامه های رایانه ای، نرم افزار ها و تجهیزات ساخته شده است) متعلق به دانشگاه صنعتی شاهرود می باشد. این مطلب باید به نحو مقتضی در تولیدات علمی مربوطه ذکر شود.

Abstract

English curriculum used in the public sector of Iran was intact for 27 years. The inefficiency of this curriculum as followed by stakeholders' dissatisfaction and resulted in a shift away from the traditional syllabus toward Communicative Language Teaching (CLT) syllabus. Though promising both in theory and practice, this top-down change, which aimed at improving communicative skills, suffers from a wave of inconsistencies leading to stakeholders' dissatisfaction. To uncover roots of dissatisfaction, this study aims to critically analyze parts of the National Curriculum dealing with the English language education and Tasnim Press interview with Alavi-Moghaddam, the head of English department to explore whether it shows reality or distorts reality. To uncover distortions and inculcations, this study applied techniques of Critical Discourse Analysis (CDA), including experiential values of words, qualitative expressions, nominalization, modality, transactive and non-transactive frameworks to unearth instances of inculcations. The findings revealed that the recent change is a Curriculum reform rather than a curriculum change, there is Inconsistency between theory and practice, the Curriculum reform creates false consciousness, and English course is considered as a threat to Iran's culture. In turn, this study suggests the beneficiaries to explore the rhetoric of the curriculum change, investigate the change in practice, make a comparison between theory and practice by an analytical view on the discourse of change and judge whether Iran's educational condition is prepared enough to welcome the recent radical top-down change and whether the recent change is a productive step or an unproductive one toward the educational improvement.

Keywords: Critical discourse analysis, Educational change, Educational reform, Iran's educational policy, Discourse of change

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Chapter One: Introduction

1.1. Overview

There has been a long debate over selecting an appropriate approach for English teaching which can satisfy English learners' needs and improve their proficiency. However, this crucial need has never been removed. A glance at the literature reveals that the approaches have changed in line with the change occurred in settings. In fact, depending upon second learners' needs, motivation, facilities, and educational policies, they might not be welcomed in a certain context while they may be warmly embraced in a different context (Murphy, 1989; Hofman, & Ho, 2012). For instance, In Iranian context, Grammar Translation Method (GTM) that once was welcomed for concentration on grammar and vocabulary as the pillars of learning a foreign language, has been recently replaced for CLT, which emphasizes the communicative competence, and aims to develop L2 learners' communicative skills, including listening, speaking, reading, and writing. Indeed, L2 learners educated based on GTM in the foreign context of Iran, were not able to use language in communicative context where they were obliged to produce language in both spoken and written form. This deficiency emerging from GTM resulted in stakeholders' dissatisfaction and set the scene for CLT.

Looking at the picture from a different angle, Nunan (2003) argues that the emergence of English as a global language has had a considerable impact on policies and practices. Accordingly, decisions on English curriculum change, particularly the top-down change, cannot be made without considering the general and national policies. Many studies lend support to the idea (Aghagolzadeh & Davari, 2014; Dahmardeh & Wray, 2011; Mashhadi & Hayati, 2010; Paivandi, 2012). As such, it is necessary to critically analyze English curriculum to figure out causes and consequences follow up the change.

Critical Discourse Analysis (CDA) is a branch of applied linguistics dealing with underlying ideology behind discourse (Fairclough, 2010). Concerning the usage of CDA to discover the underlying causes of English teaching problems and due to stakeholders' dissatisfaction with Iran's recent English curriculum change in the public sector, the present study aims to critically analyze the discourse of change to uncover the hidden ideology behind the radical top-down change.

1.2. Statement of the Problem

English language curriculum in the public sector of Iran was intact for 27 years. As noted earlier, this curriculum was built upon the underlying principles and procedures of GTM. Recently, to remove the demerits of the curriculum, It was substituted by a curriculum mainly supported by the tenets of CLT. Though lots of texts and talks have been presented to support the efficiency of the new curriculum that it can provide the necessary settings and requirements to learn English in a communicative form, extensive dissatisfaction has emerged up from the stakeholders such as families, teachers and students.

In fact, the current curriculum, in spite of following CLT principles and procedures has been criticized for its inefficiency to develop students' communicative skills due to the incompatibility between Iran's educational condition and CLT approach requirements which is the result of the radical top-down change. Therefore, the current study set out to critically explore the discourse of change to uncover the hidden ideology behind the radical top-down change. And as there is a paucity of research regarding discourse of language education change in the EFL context of Iran from a critical analysis in the literature, this study aims to fill up the lacuna by examining the hidden ideologies behind the radical top-down change.

1.3. Purpose of Study

Due to the recent radical top-down change of English curriculum in the public sector of Iran, the discourse of change tries to justify the change in that it claims the recent change enables the public sector students to learn the communicative skills. Along the same line, this study by using CDA techniques, aims at going through the discourse of change to uncover the underlying ideology of the change. The present study tries to reveal the real purpose of the language curriculum change and specify whether the discourse of change shows reality or distorts reality. Thus, this study aimed to investigate the following research question:

RQ: Did the discourse of change show reality or distort reality?

1.4. Significance of study

The significance of the present study is to use the systematic framework of CDA to critically analyze the discourse of change, to have a brief overview of educational experts' and stakeholders' perspectives on the change to confirm the related studies discussed in chapter 5. Thus, the educational authorities might take advantage of the results of the current study to remove the deficiencies of the language educational system, take productive steps, and make meaningful changes to enhance the English language curriculum from diverse perspectives. The findings could also profit the stakeholders so as to have a critical and deep view on the involved educational issues and not to jump into blindly judgment. The employed instrument to analyze the scene and the obtained results can notify the beneficiaries to remove the glorious cover of rhetoric, uncover the hidden ideology behind them. And, then, judge the events / rhetoric based on the uncovered ideology. Finally, it is noteworthy that the results can enrich the related literature and open up new horizons for more research in this domain.

1.4.1. Implications

Regarding the remarkable top-down change of English curriculum in the Iranian context, the present study may offer the advantages of having a critical view on the curriculum change, investigating the basic causes of change, and examining its consequences. To put it differently, since CDA indicates that each event though might have a clumsy deep construction, it may be presented and covered by a glorious and superficial dress, the findings may suggest that considering the nice face cannot inform us about the underlying of the event. In fact, this study made an attempt to explore the rhetoric, theories, and ideologies behind the curriculum change, to investigate the change in reality, to make a comparison between theory and practice through an analytical vantage point to the discourse of change, to judge whether educational settings of Iran has been ready enough to welcome the recent radical top-down change and to shed further light on the quest whether the recent change should be viewed as a productive or unproductive step toward educational improvement. This might make the engaged authorities more aware to have a

rational look at the educational dilemmas and make a logical decision, and take applicable actions to amend the problems.

1.4.2 Applications

This study, as mentioned above, aimed to give a helping hand to the stakeholders, parents, policy makers and authorities, through increasing their criticality about the educational issues so that they can make a distinction between the inculcation and the reality. Because of extensive dissatisfaction with GTM leading to the new radical top-down change, making aware the stakeholders can bring about advantages regarding underlying the hidden ideology behind the change. It can help them reflect upon the problems of the curriculum change and voice their dissatisfaction with the change in a set of judicious claims and rational reasons. Unearthing the hidden ideologies behind the discourse of change can give deep insights to the policy makers to make productive decisions on the English curriculum in Iran to adopt it to the Iranian educational condition and students' needs.

Last but not the least, the results might have particular contributions to the English learners. In actuality, the research does not take a position in favor of either the pervious or current curriculum. Instead, it tries to lay emphasis intensively on the change that is mainly fueled by the needs of the context. As such, the findings can be profitable for the authorities to concentrate on the deficiencies revealed by the analysis so that they can take into account the students', teachers' and society's needs and, accordingly, amend the English curriculum in an efficient way. This might set the grounds to make a new but efficient change on the curriculum.

1.5. Summary

Though the discourse of change exhibits a promising view toward Iran's English curriculum change, the stakeholders are extensively dissatisfied with the occurred change. The current study made an attempt to investigate English curriculum change in Iran and

uncover the hidden ideologies behind the discourse of change so as to examine if the discourse of change is in harmony with realities or it distorts the realities. It explores, in a word, whether the reform taken place to make a positive change or to create false consciousness. Using CDA, the study critically analyzed the change suggest not to judge a book by its cover.

Chapter Two: Review of Related Literature

2.1. Overview

This chapter includes two major sections: theoretical perspectives and empirical studies. The theoretical perspectives deal mainly with the types of change including top-down strategy, bottom-up strategy and a blended strategy made up of the above-mentioned ones. Then, the researcher reviews perspectives related to Iran's recent English curriculum change comprised of "language and power", "roots of English curriculum change" and "the policy of language curriculum". Following that, the empirical findings will review the studies on "the curriculum policies", "the top-down and bottom-up strategies" and "the outcomes and consequences of implementing these approaches in language curriculums".

2.2. Theoretical Perspectives

Language curriculum change is still a controversial issue all over the world. It seems that no certain approach could satisfy a system's need for a pretty long time. "Generally, the initiation of educational change may involve bottom-up or top-down approaches. Reformers may select one or the other depending on their political orientation" (Raymond & Horn, 2002). The top-down change is determined by administrators or policy makers and teachers are told about change and expected to implement it (Richardson & Placier, 2001). In this approach the policy makers desire more control over the reform process and establish clear goals and clearly defined power arrangements that limit the ability of individuals to make decisions (Raymond & Horn, 2002) and the stakeholders have a limited authority on the reform and are responsible for following the orders. Iran's educational system is the obvious example of this approach. On the contrary, in the bottom-up approach, all stakeholders in the system being reformed share the actual decision making power change enhances by deep reflection on beliefs and practices (Richardson & Placier, 2001). Bottom-up reform approach represents a flatter and more collegial decision making structure, in contrast to the vertical and authoritarian structure of a top-down strategy (Raymond & Horn, 2002).

It is noteworthy that these approaches have received criticisms for their inefficiency in boosting educational systems. Goodlad (1992; as cited in Ronald, 1994) for instance,

questions top-down approach and believes: “top-down politically driven education reform movements are addressed primarily to reconstructing. They have little to say about educating” (p. 238). On the other hand, Ronald (1994) casts doubt on bottom-up approach and notes that “reconstructing reforms that develops decision making to school may have altered governance procedures but did not affect the teaching-learning core of school” (p. 201). As a result, an approach blended of top-down and bottom-up approaches has received some advocates (Adam, 1994; Qian, 2013; Ronald, 1994) although no researcher has proposed a certain effective manner to blend these strategies.

Iran’s English curriculum change is a radical top-down change that has a political activity at its center. As Tomlinson (2004) states, “the radical change concerns with understanding the social world in order to change it in accordance with a set of political beliefs” (p. 412).

2.2.1. Language and power

The relation of language and power is so interwoven that Fairclough (1989) introduces them one and the same and believes “language is power” (p. x). “Power is central for understanding the dynamics and specifics of control (of action) in modern societies, but remains mostly invisible” and “often analyzes the language use of those in power who are responsible for the existence of inequalities.” (Wodak & Meyer, 2009).

The incisive instrument of power is language and that is exactly where language and power get interwoven. According to Wodak and Meyer (2009) “language indexes and expresses power and is involved where there is a challenge to power”. They assimilate language to a finely articulated vehicle for differences in power in hierarchical structures. That is exactly what Fairclough (1989) calls “the power behind discourse” that is “the whole social order of discourse is put together and held together as a hidden effect of power”. Although Wodak and Meyer (2009) believe “power does not necessarily drive from language”, Bustrum (2001) concludes “these interrelated relations often lead to unequal relationship to benefit those in business, government and education” (p. 29); meanwhile, Reid and NG (1999) introduce these unequal relations as a balance between

both the powerful and powerless and describe these relations as stereotype processes which are necessary to both social change and maintenance.

As Fairclough (1989) put it, “any system of education is a political way of maintaining and modifying the appropriation of discourses along with the knowledge and powers which they carry” (p. 122). Concerning the curriculum change in Iran, power and language move in the same direction the power follows a certain ideology and makes decisions on the change, and texts and talks justify the change. The radical change of Iran’s English curriculum in the public sector is the result of the ideology of power in this country. According to Alavi-Moghaddam (1394), the quality of the change was in accordance with the principles mentioned in a set of documents such as “The National Curriculum”, “The Document of The 20-Year-Old View”, And “The Document of Fundamental Revolution”. These documents are regarded as “the road plan”. Alavi-Moghaddam by referring to the documented powers, in particular, The National Curriculum, tries to justify the change in order to reflect policy of change. The policy stresses that the former system was totally inefficient because of overemphasis on grammar and underemphasis on communicative skill.

While the policy inculcates that this change enables students to communicate with foreigners, if any chance arises, the inefficiency of the curriculum comes up in practice. Rajae-Nia and Abbaspour (2012) confirm this fact and claim that Iranian students have a positive attitude toward English language but they don’t have a positive attitude toward the ability to speak English with each other, Farhadi, Sajjadi, Hezaveh, and Hedayati, also stated that “fixing one aspect of the multidimensional process of education will not cure all the ills”. The question is “why did the change ever happen?” And “what was that change?”

2.2.2. Roots of English curriculum change

According to the history of English course in Iran, English textbooks have been changed four times since 1940 when English was established as one of the school courses: two times before Iran’s 1979 revolution and two times after the revolution (Alavi-Moghaddam, 1394). The first series of change after Islamic revolution happened from 1364

to 1368 and this change remained intact for 27 years. These textbooks were known as “Right path to English” and their method was mostly based on Grammar Translation Method (GTM). They focused on grammar and translation, and among the language skills, they mostly focused on reading and writing.

The educational experts cited different reasons for keeping the former curriculum intact for a long time: the first and the known reason was the type of need (Haj-Saeidi, 1393). At that time, international communication in Iran was so limited that communicative skills were not in priority and indeed, speaking and listening received the least importance. Instead, reading and writing were the two skills that were regarded necessary for Iranian students, for English is regarded as the language of science and those who deal with academic knowledge need to be skillful in reading and writing. Based on that, the former curriculum emphasized these two skills so as to get students prepared for the academic exams. The question is whether the former educational policy could satisfy students’ need. A couple of papers by evaluating the objectives and the content of the former textbooks discussed the textbooks overemphasized linguistic forms, ignored authentic communication and could not meet students’ and teachers’ needs (Azizifar, Koosha, & Lotfi, 2010). They suggested a new method that would encourage students to take part in classroom. However, the recent papers by evaluating the appropriateness of the new textbooks still demonstrate stakeholders’ dissatisfaction and thus, the researchers claim the new textbooks cannot satisfy students’ foreign language needs (Akbari & Pourabbas, 2015) and cannot encourage sufficient communicative and meaningful practice (Ahour, Towhidiyan, & Saeidi, 2014).

Furthermore, teachers didn’t welcome the change (Haj-Saeidi, 1393). Principally, any type of change is accompanied by resistance. GTM, as the prevailing method of teaching in the former curriculum, was the primitive method of teaching and focused on grammar and translation to read and write English texts. Simply put, the teaching method of the former curriculum was not that complicated and could satisfy teachers. The English textbooks did not change for a long time and teachers were accustomed to that method. Moreover, the textbooks’ content was so simple that any teacher with an acceptable level of English knowledge could handle it. In fact, the conversations and the reading texts were artificial, short and easy and never challenged teachers and students. The classroom was teacher-

centered and the teachers' professional responsibility was to teach grammar and translate the vocabularies and the texts.

Some experts also refer to another reason for the long time intact of the English curriculum which arises from the dominated belief after Iran's revolution in 1979 (Aqagolzadeh, 1393). After the revolution, the predominant belief was based on the country's independence and indeed almost all the gates to the western countries were closed. The educational authorities, indeed, tried to keep the Iranian culture on the safe side by preventing non-Iranian content in the textbooks and avoiding the communicative skills. That condition made some authorities to propose the idea of the English course wipeout. Indeed, the general educational policy and the high level documents were set in accordance with that condition. These documents also did not change for 27 years until students' needs, the viewpoints about the communication with the world and even the beliefs changed and thus, the educational policy was changed and influenced all the inferior systems and units of education in Iran. The lack of cultural information of other countries was introduced as one of the pitfalls of the former textbooks (Jamalvandi, 2014; Moghtadi, 2014). Nevertheless, other studies don't blame the textbooks but rather they accuse the government's ambivalent attitude and indeed policy toward English (Dahmardeh, 2009) and suggested that Iran needs a fundamental reform for both its curriculum and organizational policies (Paivandi, 2012).

2.2.3. Language Curriculum Policy

During the 27 years that English textbooks remained intact, the authorities came to conclusion that it is necessary to open the communication gates to the world and let students get familiar with the western languages and culture in order to take more impressive steps in the road of international communication. Following that, this point was taken into account in The National Curriculum, which was reconsidered and rearranged in 1391: "Learning foreign language is useful in interpersonal and international communication in addition to the economic development such as the industry of tourism, business, technology, science development and the social and political consciousness."

Based on the new perspective to English learning and indeed to the change of Iranian students' need, the new series of English textbooks have been authorized in the name of "Prospect" method by which the four skills, in particular the communicative skills, or speaking and listening are emphasized. Researches have shown that lack of communicative skills was the main weakness of the former educational system that has been comprised in the new system (Haj-Saeidi, 1393). Accordingly, a framework for the goals of English course is considered in The National Curriculum in the form of a set of principles. These principles stress on effective communicative learning. Alavi-Moghaddam (1393) in an interview with Isna Press explained these principles. One of these principles which is based on "active and self-confident communicative approach" states: language should be based on communication and language should be learnt through communication. Alavi-Moghaddam believed "this principle removes the drawback of the former approach based on which students were not able to make communication after 6-7 years of learning English. Another principle refers to solution based on which students should learn the language communicatively so that they can handle a conversation with a foreigner if any chance arises, for example in shopping, hotel, etc. And the last principle emphasizes mastering the four language skills". In this case, Alavi-Moghaddam explained: "in the former approach (Right Path to English) in spite of our attention to the four skills of reading, writing, speaking and listening, our concentration was mainly on the two skills of reading and writing, and among these two skills the reading was more emphasized than writing, but this skill even, was not noticed well-deservedly. But in the Prospect method, we consider the four skills and even the first lesson begins with the skills of speaking and listening. Then, as we move toward the higher levels, the reading and writing affairs becomes bolder until we reach the eventual goal that is the level in which the individual can read an intermediate scientific article and produce an intermediate scientific article".

In spite of the glorious picture of the policy of language curriculum, the studies presented a disappointing view of the change. Some studies (Aghagolzadeh & Davari, 1393; Alavi-Moghaddam & Kheirabadi, 2012; Dahmardeh & Wray, 2011) argue there is a large gap between theory and practice and the educational condition is not prepared enough for this change. Haddad-Afshan and Yamini (2011) claim the policy is just teaching

English. Teachers teach in a way that their students can pass the final exam but who, how and why is not important. In turn, Aghagolzadeh and Davari (2014) maintain that the language in education policy is not applicable and justified.

2.3. Empirical findings

Educational policy in every system is determined in accordance to the educational condition. The educational systems have examined top-down, bottom-up or the combination of both. Along the same line, various papers have dealt with these educational systems and evaluated the strengths and weaknesses of implementing each of the above-mentioned approaches in these systems. The empirical findings, in the following section, reviewed these types of papers regarding the educational policies, the top-down and bottom-up approaches and the outcomes and consequences of implementing these approaches in each educational system.

Educational systems in different countries have suffered from being inefficient and thus, experienced change. Researchers have put down papers and have evaluated the strengths and weaknesses of the change. Top-down change, for instance is the type of change which is usually criticized. Murphy (1989), however, by reviewing some successes and failures of the wave 1 of the educational reform in 1989, found the top-down strategies more effective due to the continuity between state-initiated proposals and local interest. In contrast, Kiany, Mirhosseini, & Navidinia (2011) in a view to Iran's top-down curriculum change found the reform unsuccessful because of the lack of understanding the context of language teaching and learning in the country. In another case, Cutajar, Bezzina and James (2013) critically analyzed Maltese educational reform process from a centralized to a more decentralized one. The results showed the trace of top-down approach to the change and the distribution of forms of governance.

The inefficiency of top-down and bottom-up strategies motivated researchers to try the change of policy and search if the blend of the strategies improves students' performance. In his seminal work, Adam (1994) looked at the implementing program equity and found the coordination of decisions implementation and action across a fragmented educational

system is required and its prerequisite is simultaneous top-down and bottom-up change strategies. Along the same line, Qian (2013) in an investigation on an approach, embracing a top-down research-led change and bottom-up educational change, revealed “a strategic approach needs to embrace a top-down initiation for change and a bottom-up capability building to develop institutional commitments that can sustain the change”.

Policy change, however, cannot be implemented without any defect. Popkewitz (2000) viewed the problems of policy related to social and cultural changes that produce uncertainty in practices of education and concluded “lack of flexibility about reason of change denies the change and obscures the issue of power embedded in school practices. Pillay and Thomas (2003) also outlined the change effected by the new language policy in Malaysia and discovered complex and varied challenges, from lack of readiness of teacher and students to the unsupportive school environment. On the other hand, Slavin (2002), by considering the promises and pitfalls of randomized and rigorously matched experiments, as a basis for policy and practice in education, uncovered the “evidence based policies” as the policies with great potential to transform the practice of education which can end to educational progressive improvement.

In a related line of work, Hofman and Ho (2012) examined the impact of innovation on students’ achievement in Netherland. “The school output data showed that in the lower education tracks, the more innovative schools obtain good results with their students, whereas in the higher education tracks, the less innovative schools perform significantly better”.

Communicative language teaching, by concentrating mainly on communicative skills, has been known as an appropriate approach to improve English learners’ skills and thus, attracted the attention of many educational systems. Hassanova and Shadieva (2008) investigated the impact of CLT in Uzbekistan. Based on the findings, this approach had a positive feedback due to appropriate textbooks and teacher training materials, improved teacher training and adequate teacher salaries. On contrast, Segovia and Hardison (2009) found Thai teachers dissatisfied with CLT because of the absence of evidence of communicative language and the confusion about the reform’s principles and their

application. Kikuchi and Brown (2009) in Japan also came to similar conclusion and indicated in spite of the emphasis of the stated goals on developing students' communicative competence, "Japanese teachers of English are either unwilling or unable to teach English in a communicative manner".

CLT approach in Iran has not been welcomed too. The researchers claim the principal reason of this dissatisfaction is the unprepared educational condition in Iran and its inconsistency with the prerequisites of communicative approach. Safari and Sahragard (2015) listed a set of problems including the untrained and demotivated teachers, lack of facilities and sufficient time in crammed classes, and grammar-based assessments. Dahmardeh (2009) also by referring to the incompatibility between theory and practice revealed although the newly curriculum is compatible with communicative pedagogy, the current ELT program is mainly structure-based. Apart from the consequences of CLT approach in Iran, Hayati and Mashhadi (2010) explored the recent change in relation to political ideologies on language education change and discovered the main driving force behind the change is the need to receive and exchange information in the current cultural, social and political conditions.

And finally, Hargreaves and Goodson (2006) reviewed conceptual framework of the change during 30 years. They discovered five change factors that is mainly emerged from the convergence of language scale economic and demographic shifts. "Waives of reform, changing students' demographics, teacher generations, leadership succession, and school interrelations".

2.4. Summary of the previous empirical findings

Iran's English curriculum recently has experienced a radical top-down change in that GTM has been shifted toward CLT; however, in spite of the promising perspectives toward this approach, CLT cannot meet Iranian students' needs and is followed by an extensive dissatisfaction of the stakeholders. The review of the empirical findings justifies the causes of this matter.

To put the empirical findings into nutshell, educational change in various systems followed by advantages and disadvantages; however, the reviewed findings indicate the curriculums did not welcome radical changes either top-down or bottom-up, but rather the studies suggest a policy that supports both of the approaches simultaneously or at least sequentially. The findings reveal the outcomes and consequences of the change in different curriculums with regard to their educational conditions. The summary of the findings is as follows:

- Top-down change was welcomed when it was followed by local interest while previously it was not enjoyed.
- The simultaneous use of top-down and bottom-up approaches was needed to coordinate the implementation of decisions and actions across a fragmented educational system.
- To implement and sustain a change, a strategic approach is needed so that the educational policy follows top-down initiation for change and bottom-up capability to sustain the change.
- The problem of educational change that led to ambiguity and uncertainty was the non-reflexivity toward the system in which the change happened.
- Implementing successful educational change requires the understanding of needs of the local context.
- The educational reforms faced with challenges such as the time for teachers' reconstructions of knowledge, unsupportive educational environment and students' preparation for learning.
- The top-down change faced with dilemmas such as limited space for development and missing opportunity to establish and develop a governance network.
- The radical top-down change to follow CLT indicated not only no tangible change in students' communicative competence, but also confusion about the recent reform.
- The implementation of CLT in Asian countries required teachers' training and the educational environment preparation for this approach.

- The recent thirty-year educational change has been influenced by the large scale economic and demographic shifts.

Previous studies on curriculum change discussed the conditions in which the change happened and the educational systems dealt with the consequences and outcomes of the radical change in that particular conditions and contexts. According to the empirical findings, only one case enjoyed top-down educational change strategy while this new result did not come to reality before this time. This fulfillment was due to considering the local need and interest. Other cases suffered from incompatibility between the needs or inappropriate conditions and the type of change. The studies reported the deficiency of implementing one approach to change and suggested to apply both the top-down and bottom-up approaches to initiate and sustain the change; however, the studies were lack of a case that would investigate an educational system having implemented both approaches together. The studies also revealed almost the similar challenges with the top-down approach in different educational systems which they were majorly the result of the lack of preparation of the systems when having encountered with the radical change.

The findings also dealt with the radical top-down change to implement CLT approach in Asian countries such as Japan, Uzbekistan, Thailand, Malaysia and Iran. This indicates there is still a hot debate over following the communicative approach to improve the English learning proficiency and to upgrade the quality of English education in EFL countries. However, in this case too, the dilemmas were alike and they all originated from the incompatibility between theory and practice. Simply put, CLT requires a set of prerequisites such as learners' readiness and teachers' mastery over the communicative skills, the required facilities and space, and adequate time to practice the communication while the above-mentioned educational systems were not equipped enough to support this change. As a result, in educational systems such as Japan's and Thailand's, the trace of developing the learner' communicative competence was not observed. Iran also suffers from the consequences of English radical top-down change. The empirical findings dealt with two studies in this case. These studies revealed teachers' dissatisfaction; however, no study dealt with the causes of implementing such a policy in the unprepared condition (Hayati, & Mashadi, 2010; Kiany, Mirhosseini, & Navidinia, 2011; Safari, & Sahragard,

2015). In short, the empirical findings showed no welcome to the radical educational change to shift from the traditional approach to the innovative one that is CLT and no study dealt with, if any, the reasonable advantages of the radical top-down educational change in Iran.

Chapter Three: Methodology

3.1. Overview

This study employed a qualitative research method to achieve the purposes. CDA was employed to analyze critically Iran's educational change and uncover whether the discourse of change indicates reality or distorts reality. Fairclough (2010) uses the term discourse to refer primarily to spoken or written language use, though he extends it to include semiotic practice such as printed information and non-verbal communication. But referring to language as a discourse, he considers "language as a form of social practice" (p. 20). He is on the opinion that discourse analysis has to take into consideration the social and the cultural aspects and also the linguistic-discursive forms of domination and exploitation. Critical awareness as a factor of domination should be developed and spread. CDA is, therefore, developed as a theory of language laying emphasis on the multi-functionality of language and seeing every text as simultaneously having the "ideational", "interpersonal" and, "textual" functions of language to "denaturalize" the discourses (Fairclough, 2010). Naturalization gives dominant ideologies the status of common sense, and thereby makes them opaque (there are no longer visible). CDA, as such, aims to "systematically explore often opaque relationships of causality and determination between (a) discursive practices, events, and texts, and (b) wider social and cultural structures, relations and processes" (Fairclough, 2010, p. 31). Simply put, CDA develops a systematic approach to both context and text (Fairclough, 2010).

Fairclough (2010) holds that some aspects of CDA are significant. First, the claim that ideologies are primarily located in the "unsaid" (implicit propositions). Ideology refers to a system of ideas through which people understand their world. (Marx & Engels, 1846). CDA sees text as a powerful basis for analysis but what is also important for the analysis is what is absent or omitted from texts. What is explored by CDA is the sort of relationships is between language and ideology. Ideologies reside in texts but it is not possible 'read off' ideologies from texts because meanings are produced through interpretations of texts and texts are open to diverse interpretations. Second, norms of interaction involving aspects of the impersonal meaning and forms (i.e., turn-taking systems) may be ideological as well as the "content" of texts. Third, the theorization of power as in part "ideological/discoursal". Even casual conversation has its conditions of possibility within relations of

ideological/discoursal power. Power is predominantly exercised through the generation of consent rather than through coercion, through ideology rather than through physical force.

Power is another concept which is central for CDA, as it often analyzes the language use of those in power, who are responsible for the existence of inequalities. Typically, CDA researchers are interested in the way discourse (re)produces social domination, that is, the power abuse of one group over others, and how dominated groups may discursively resist such abuse. Power is about relations of difference and particularly about the effects of differences in social structures. Power is central for understanding the dynamics and specifics of control (of action) in modern societies, but power remains mostly invisible (Wodak & Meyer, 2009).

Regarding various aspects of CDA notified by Fairclough (2010) and Wodak and Meyer (2009), CDA is the appropriate instrument to go beyond the text and uncover the underlying ideology hidden behind it. After all, by using the instrument of CDA, I intend to reveal the underlying ideology behind the glorious discourse of change in Iran introducing the curriculum change promising and to discover whether the curriculum change is for communication or for false consciousness.

3.2. Data Collection and Data Analysis

In order to get the current study purpose that is to analyze the discourse of change, CDA techniques were employed. Fairclough (1989) considers “language as a social practice” (p. 20) and believes that “language takes place in the context of the society” (p. 26). In fact, Fairclough goes beyond the text and introduces three stages to analyze the text from CDA perspectives. The stages can be summarized as follows:

1. *Description*. It is the stage concerned with the formal properties of the text.

2. *Interpretation*. It is concerned with the relationship between text and interaction. In other words, the text is viewed as a process of production, and as a resource in the process of interpretation.

3. *Explanation*. It is concerned with the relationship between interaction and social context, with the social determination of the processes of production and interpretation, and their social effects.

As Horvath (2009) put it, “such an analysis is a complex and multi-level process since there exists a lack of direct and one-to-one correspondence between text structures and social functions. This can be observed especially when it comes to creating and maintaining differences in power relations”.

The current study, therefore, tries to employ description and interpretation stages according to a number of techniques. The techniques set the scene to focus on third stage, namely explanation in which the context and language are analyzed critically. Through explanation an attempt is made to uncover the hidden ideologies underlying the discourse of change. In actuality, the following CDA techniques along with a number of tangible examples are utilized to run the study:

1. *Experiential values of words or classification schemes*: Words may evaluate a person’s language quantitatively:

- *There are **a number** of teachers in **some regions** of the country who have not passed the teacher training course of the book.*

- *The government could satisfy the nation’s needs in **some extent**.*

What can be understood is that “*A number*” and “*some*” are imprecise quantities. The readers have no idea about the number of these teachers and regions if they are few or many. The writer/speaker usually uses qualitative expressions to distort reality and to keep it secret.

2. *Nominalization*. It is a process converted into noun (or a multi-word compound noun, as here). It is reduced in the sense that some meanings one gets in a sentence is missing – tense. So there is no indication of the timing of the process; modality and often an agent and/or a patient.

-***Bomb explosion** killed hundreds of people.*

-The damaging loss of information should be avoided.

3. *Passivization*: In passive sentences the agent phrase is deleted. Agentless passive structures again leave causality and agency unclear.

*- A black township **has been burnt down** by South African police.*

*- The government **has been much criticized** for not introducing petrol rationing sooner.*

4. *Modality*. It is concerned with speaker or writer authority. If it is a matter of the speaker or writer's authority with respect to the truth or probability of a representation of reality, expressive modality should be highlighted defined as the modality of the speaker/writer's evaluation of truth. Modality is expressed by both modal auxiliary verbs like may, might, must, should, can, can't, ought, and other various formal features including adverbs and tense.

*Your library books are overdue and your library card **may** not be used until they are returned. If the books are not returned within a fortnight, you **must** pay the cost of replacing them before you borrow more books.*

In addition to relational modality introduced by Fairclough, there is another form of sentence introduced by Kress and Hodge (1979) called relational mode. In this mode of sentence, the main verb changes from an actual process to a finished process. There is a connection between the subject and the predicate and the process is completed. The reality has been stated neutrally and the valuation is put on the predicate:

*The goal of the new textbooks is **reading improvement**.*

*The worst problem we face is **migration** as a result of global warming.*

It should be highlighted that Passivisation, nominalization, and the relational mode of sentence are the most usable structures to distort reality for these structures integrate the actor and the affected entities and focus on process entity and thus, leave the causality

which is a key in the process of an event. Kress and Hodge (1979) call these structures non-transactive model. They categorize sentences as either transactive or non-transactive sentences. The transactive sentences reveal the three main entities of a sentence that is actor, process and affected entities and thus the causality of event is clear. For example, “*Reagan attacked Libya*”. These entities can be expanded by further information to reveal the how and the why of the event. While non-transactive sentences are lack of these information and keep the causality concealed.

One point that should not be overlooked is the use of “We” and “You” as pronouns. Through using these pronouns, the writer/speaker speaks or writes on behalf of readers or organization. Pronoun “We” serves corporate ideologies which stresses the unity of people at the expense of recognition of divisions of interest.

*Often **you** just have to base your judgment on intuition*

***We** have 8 lessons in the seventh grade.*

Using Pronoun We, the author indicates the decision and the will of the authoring group or organization for the format and the content of textbook.

5. *Exemplifying and enumerating.* In the case of exemplifying and enumerating, there are certain phrases which make clear that the larger category is being represented by only a few cases, rather than by each member of the group. In the following examples, the four or five-part lists sound an attempt to be complete but not comprehensive and acknowledges that there may be other members of that set which have not been listed. This makes the reader think more carefully about the implications of those listed:

*We are a nation of **Christians and Muslims, Jews and Hindus and non-believers.** We are shaped by every language and culture, drawn from every end of the earth.*

*The whole town was there: **the mayor and his wife, the City Council lore and representatives of every trade and business** you could imagine.*

The mentioned list in both examples are only indicative of the range of religions and people, and not comprehensive.

6. Prioritizing. The English clause has an information structure which generally puts new and important information into the final position in a clause, so that the reader/ hearer has a sense of where to look for the salient information when reading / listening.

We are the most experience personal injury specialists in the UK and have helped hundreds of thousands of people by putting them in touch with our nationwide network of specialist personal injury solicitors who will work hard and fast to win your case.

In the above extract, the priority is given to the two conjoined main clauses explaining who the company is and what they have done. The lower priority is given to the detail of how the latter is achieved. It should be remembered that a large number of properties get repossessed. The actor of the repossession is not mentioned. This leaves the home owner as the sole human participant mentioned in the extract, and lays the responsibility on their shoulders.

7. *Implying and assuming.* What speaker/ writer assumes or implies is powerful. Because these ideologies are not structured into the main proposition of the utterance/sentence, they are less susceptible to scrutiny or questioning.

After yet another of their ideas fails to fly- when will they replace unworkable plans with serious leadership for the long-term good of the country.

The first clause here has a logical presupposition triggered by the iterative adverb *yet* and noun *another*, which presuppose that there have been earlier ideas which failed. This contributes to the ideology of the skepticism about political effectiveness in Britain.

The people who run this country only read newspapers such as times, the Gardian and the Telegraph.

This clause creates an existential presupposition that politicians only read newspapers such as the Times, the Gardian and the Telegraph, and this leads to the implicature that they are elite and more highly educated than the population generally.

3.3. Procedure

To analyze English curriculum change in Iran, Tasnim Press interview with Alavi-Moghaddam, the head of English department, was selected. Though many interviews with the educational authorities have been conducted, this interview was pretty comprehensive and this could reveal dimensions of the change. Tasnim Press is a reliable and certified source all over the country. I started analyzing the discourse of the interview by using CDA principles and techniques.

Since Alavi-Moghaddam mentioned a couple of principles presented in higher level documents and made opaque statements about these principles, for example:

“We decided to change the textbooks according to the higher level documents including the national curriculum. One of the eleven types of areas of the national curriculum is the English language area. After 6 years, it is supposed that students will be able to speak English to the extent that is considered by the national curriculum reasonable”,

It was found that it is necessary to explore one of these documents and examine the validity of the claims. I selected The National Curriculum. Alavi-Moghaddam frequently referred to some of the curriculum principles mentioned in this document. A part of The National Curriculum, which deals with the goals of the recent curriculum and the above-mentioned principles of English teaching, was selected.

To support the analysis, more pieces of evidence were collected. I looked for further interviews and perspectives of authorities and experts on the English curriculum change and took advantage of a couple of authorities' and experts' perspectives such as Alavi-Moghaddam, Haj Saiedi, etc. in validated documents such as Qudsonline, Ettelaat Newspaper, and Roshd Network. Alavi-Moghaddam in all sources revealed a particular aspect of the curriculum change and endeavored to deal with the advantages and disadvantages of the new change. For example, he categorized and emphasized the principles of the new system in Rosh Network while he unmasked the deficiencies in Qudsonline. These issues, however, were concealed, or at least, were not elaborated obviously in The National Curriculum or in the interview with Tasnim Press. Moreover, I had an interview with stakeholders in one of the high schools of Ahwaz to confirm the findings. I presented the viewpoints briefly in chapter 5.

3.4. Materials

In order to collect the required data to run the current study, the interview done with Alavi-Moghaddam and a part of The National Curriculum were selected. A number of presses such as Qudsonline, Ettelaat Newspaper, and Roshd Network which included experts' viewpoints on the recent change were examined carefully and the needed documents were gathered. The National Curriculum and the above-mentioned interview are originally in Persian. The documents were carefully translated in English and then the back-translation in Persian was conducted so as to make sure that the inculcations are in the original texts but not in the translated ones.

3.5. Summary

I purposely selected The National Curriculum and Tasnim Press interview with Alavi-Moghaddam so as to uncover the roots of the stakeholders' dissatisfaction with the recent English curriculum change of the public sector in Iran. To critically analyze the discourse of change, I used the following CDA techniques proposed by Fairclough (1989), Kress and Hodge (1979), and Jeffries (2010): experiential values of words: qualitative expressions, nominalization, passivization, modality, relational mode of sentences, pronoun "we" and "you", prioritization, exemplifying and enumerating, and implying and assuming. The results will be presented in the next chapter.

Chapter Four:

Results

4.1. Overview

This paper is conducted to critically investigate the main purpose of the curriculum change in Iran. Simply put, this study aims at exploring whether the mentioned reform is for change in practice or it is only for false consciousness. Using the techniques of critical discourse analysis (CDA), I selected the discourse of change including The National Curriculum and Tasnim Press interview with Alavi-Moghaddam inculcate the change. The findings of the discourse analysis reveal the recent change is a reform for false consciousness. In other words, the English curriculum does not experience a tangible change in practice but it is just a reform that is change for the worse; for example, Alavi-Moghaddam believes the curriculum needed to be changed because the former system emphasized reading and writing with the aim of preparing students for academic education, but now it's a requirement to enable students to make communication.

The findings also uncover the inconsistency between theory and practice. While The National Curriculum, as the power of the change, expect the stakeholders to practiced and master the language skills, Alavi-Moghaddam, as the language of the change, confirms a number of dilemmas in Iran's educational condition including non-mastered teachers who are unable to follow CLT approach, unequipped schools, particularly in deprived regions, which lack the required hardware to play CD, crowded classes and short time of teaching English.

Critical analysis of the above-mentioned inconsistency between theory and practice implicitly specifies the intention of the curriculum change that is controlling the curriculum but not empowering it in order to confine the threat of the western culture. CLT approach deals with communicative skills and requires a pseudo-real context. Regarding the mentioned inconsistencies, it is obvious that two hours in a week is not sufficient to learn English communicatively.

According to the findings, the discourse of change conceals parts of reality and indeed creates false consciousness. The discourse of change by ignoring the reality on the educational condition tries to enlighten the outcome of CLT that is communicative skills.

4.2 Justification of the Curriculum Policy

In what follows, the findings of the study are listed in the form of a set of themes. Each finding is supported the relevant critical analysis of the extracts taken from both The National Curriculum and Alavi-Moghaddam's interview with Tasnim Press in order to discover the inculcations that justify the approach of the recent English curriculum in the public sector of Iran. The extracts are in line with the principles and techniques of CDA. The findings revealed from the discourse analysis are as follows:

Curriculum reform rather than curriculum change: the following extracts indicate Iran's English curriculum in the public sector experience a reform rather than a change:

We designed the new textbooks with the goal of improving students' conversation ability, but we can never claim that students, after 7 years of learning English, will be able to make conversation very well.

This extract uses nominalization. By nominalization, the why and the how or the causality of an event is hidden and the priority is on that event. By using the nominalized phrase "with the goal of improving students' conversation ability", the aim of the new approach is prioritized. By the nominalized structure the how of improving students' conversation ability is not mentioned, so this sentence is a non-transactive structure. It is noteworthy that Alavi-Moghaddam emphasizes improving the communicative skills as the purpose of the recent curriculum but he states that there is no guarantee that students can make conversation after seven years. Simply put, by the nominalized phrase, the details about implementing CLT is hidden in that seven years is not adequate to master conversation. Accordingly, by hiding the how of the English teaching process, Alavi-Moghaddam implies:

We intended to design the new textbooks to improve students' conversation ability but due to the incompatibility between the intended curriculum and the educational problems, we can never assure that the curriculum change would help students to make communication in the manner that they might expect.

The former approach was appropriate for that time, but regarding that the communicative approach, or the listening-speaking approach, which is emphasized in The National Curriculum, is greatly different from the former approach, thus, the former approach could not have any place in the educational system.

This extract uses the relational mode of sentence. By this structure the predicate is stated neutrally and the priority is on the predicate. “The communicative approach is greatly different from the former approach” is the example in this extract. In this example, the former approach is introduced inappropriate for the current time and the usability of CLT is emphasized. The extract gives less priority to the usage of the former approach and prioritizes the communicative approach by emphasizing its appropriateness for the current time and thus, the difference of these approaches and the why of the priority of CLT to the former approach is not mentioned and the sentence is in a neutral state. In other words, this sentence is another form of non-transactive structure. As a result, this extract can be reconstructed as:

Since the former approach, which was based on the reading and writing and aimed to prepare students to enter university, could not satisfy students’ needs, the educational authorities decided to try a new approach.

Inconsistency between theory and practice: The comparison between the National Curriculum and Alavi-Moghaddam’s interview clearly show a large gap between the intended curriculum in theory and the implemented curriculum in practice. Two extracts of The National curriculum are as follows:

Language instruction emphasizes communicative ability and solution approach so that the individuals, after instruction, will be able to make communication by using all four language skills (listening, speaking, reading and writing) to receive and exchange the concept. The language curriculum should familiarize students with the body of language, vocabularies and grammars required to make influential and constructive communication at the worldwide level.

Foreign language instruction begins from the beginning of junior high school and its goal is teaching the four language skills and familiarizing students with the communicative skills in the considered general directional framework.

The following extracts, in contrast, are a description of the educational system in Iran in the words of Alavi-Moghaddam:

Right now, we are reported in some high schools there is not the required equipment to play CD in classrooms that this issue will cause trouble for implementing the English teaching plan, or some teachers over Tehran have not passed the training course of the new authorized textbook. If a teacher, without passing the necessary training course, takes step in the teaching stage, for sure our considered plan will come to trouble.

Of course some teachers, because of long time space of their schooling years, have some weaknesses.

The following extracts are taken from The National Curriculum:

In the junior high school, students should be able to read the intermediate texts and understand their concepts. They also need to improve on composing a short article in English, being able to use the sources at the intermediate level and making communication in one of the foreign languages.

At the end of the senior high school, students should be able to read and comprehend simple specialized texts and compose an article.

And the following extracts are the description of Iran's educational system in the words of Alavi-Moghaddam:

Anyway, there are a few teachers who are teaching English unprofessionally, I mean the technique and vocation or mathematics teachers teach English too.

There is this type of teachers, particularly in deprived regions. one of the problems on the road of teaching English to students is the non-expert teachers to whom the teaching of English course is submitted.

The above-mentioned contradictions between theory and practice clearly show CLT is not welcomed in Iran because of untrained teachers and unequipped classes in all over the country which is in contrast with the CLT requirements.

Dilemmas of the curriculum change: Educational condition including untrained teachers and unequipped classrooms, cannot support CLT approach.

Right now, we are reported in some high schools there is not the required equipment to play CD in classrooms that this issue will cause trouble for implementing the English teaching plan, or some teachers over Tehran have not passed the training course of the new authorized textbook. If a teacher, without passing the necessary training course, takes step in the teaching stage, for sure our considered plan will come to trouble.

In this extract there are three inculcations. First, passivization: in passive structures the agent is absent and no body carries the responsibility of the action and thus the priority is on the event. In the passive structure “we are reported”, the agent is absent and thus, no body carries the responsibility of the unequipped schools and untrained teachers. Then, the passive sentence is another form of non-transactive structure. Another inculcation is using qualitative expressions: by qualitative expressions, the readers have no information about the precise quantity. “In some schools there is not the required equipment to play CD”, and “some teachers in Tehran have not passed the training course of the new authorized books” are qualitative expressions. These expressions reveal no precise quantity and the readers have no idea whether these unclear quantities involve a wide range of teachers and schools or limited one. Using vague expressions is another inculcation. In this case also the

readers have no information about the quality or the identity of the event. “The necessary training course” and “our considered plan” are vague expressions. These expressions do not explain the prerequisites of the necessary training course or the details about “the considered plan”. The extract can be reconstructed as:

We could not prepare the condition for the radical change. Neither all schools over the country are equipped to CD players for listening, nor can all the teachers teach communicative skills. So we still cannot follow CLT in Iran.

*Of course **some teachers**, because of long time separation from their schooling years, have **some weaknesses**.*

“Some weaknesses” and “some teachers” are two qualitative expressions and don’t specify the extent of the teachers' knowledge or their preparation to teach communicative skills. In fact, this extract states:

The teachers who used to teach the former approach and have constrained their English knowledge to teaching the artificial texts and grammars of the former textbooks, cannot afford teaching the four language skills.

There is this type of teachers, particularly in deprived regions. One of the problems on the road of teaching English to students is the non-expert teachers to whom the teaching of English course is submitted.

This extract takes advantage of prioritization. By prioritization, a particular clause in a sentence structure receives a particular importance or includes a new information so that the readers have a sense of where to look for the salient information when reading. Using adverb “particularly”, the interviewee uses prioritization and emphasized on teachers’ weakness in deprived regions where suffer from inexpert English teachers, but he does not refer to this problem in urban areas such as Tehran. He also doesn’t give further information about the number of the deprived regions and the extent of the country’s need to the expert teachers. Then, the interviewee uses the relational mode of sentence. In this model, there is a connection between subject and predicate, the priority is on the predicate

and the sentence is stated neutrally and thus, this structure is non-transactive. “one of the problems on the road of teaching English to students is the non-expert teachers” is the relational mode of sentence. By this structure, he gives priority to the non-expert teachers and tries to relate the problem of students in learning English to non-expert teachers and avoids revealing the cause of the inefficiency and the shortage of mastered English teacher in those regions. As a result, he indirectly states:

One of the problems on the road of teaching English to students is the non-expert teachers to whom the teaching of English course is submitted. Although all regions of Iran suffer from this problem, it is more remarkable in deprived regions, but we don't have a precise statistic about the number of these teachers and regions.

Curriculum reform for false consciousness: The following extracts demonstrate a glorious view of the recent change, but the discourse analysis indicates that the reform is only for false consciousness (refer to Lukacs, 1923):

*We claim if all the elements come together, after 6 years, students will be able to speak English **to the extent that is considered in The National Curriculum**, and fulfilling this issue needs the managers, teachers and each and every involved institution in this ground to do their job perfectly.*

The interviewee uses pronoun “We” to serve corporate Ideologies which stresses the unity of people at the expense of recognition of interest. In fact, the interviewee speaks on behalf of the authority group and demonstrates his intention to stress on the wills and goals of the authority group. The extract also includes a vague expression such as: “to the extent that is considered” which is an imprecise quantity and the readers have no notion about its precise quantity. Alavi-Moghaddam refers to the extent that is considered by The National Curriculum while in The National Curriculum also, this extent is not precise and is described as “at the intermediate level” which this extent is another vague expression and refers to no precise quantity. In other words, this extent is described abstractly in both The National Curriculum and the interview with Alavi-Moghaddam and thus, the readers have no idea about the extent of the mastery over the language skills which can help students to

communicate with foreigners. Furthermore, the sentence is stated in conditional mode. In other words, the sentence indicates a sort of uncertainty and casts doubt on the preparation of the educational condition to fulfil the mentioned goal. The extract also includes exemplification. By exemplification only a couple of samples of a category is mentioned and the rest are hidden. Alavi-Moghaddam exemplifies only a couple of elements including “the managers, teachers” which can have a role in successful implementation of the recent curriculum. “Each and every involved institution” is another vague expression through which readers have no information about their identity. This list is an obvious sample of exemplification but Alavi-Moghaddam enumerates this three-part list which is an indicative of the effective elements, symbolically complete but still incomprehensive and needs a pragmatic inference to figure out “the involved institutions”. Simply put, Alavi-Moghaddam implicitly means:

In the current unprepared educational condition there is no guarantee that students can master the communicative skills unless the school authorities help to provide the necessary hardware facilities, teachers would be well trained to teach CLT and also managers ignore the chaotic crowded classes.

*In this ground and at the end of this course, **it is expected students can afford to read English papers at the intermediate level and compose a short article and be able of making communication, or speaking and listening, to the required extent.***

This extract uses qualitative expressions through which the writer/ speaker takes advantage of imprecise quantities and the readers have no information about this extent. This part also uses enumeration through which the whole elements in a category are mentioned. The interviewee first enumerates the language skills such as “read English papers”, “compose a short article” and “making communication” which the recent curriculum expects students to improve themselves in these grounds and then describes the extent of students’ mastery over these skills by qualitative expressions such as “to the required extent” and “at the intermediate level” while these expressions present equivocal information about the extent of students’ mastery over the skills. These qualities need to be

measured based on quantitative parameters because students' abilities are to be evaluated in accordance with these qualities (the intermediate level and "the required extent). Furthermore, regarding the various abilities of every individual, "at the intermediate level" is interpreted differently for every single student, and concerning the purpose of making communication, "the required extent" can be fluctuated. Thus, the extract aims to state:

Students cannot master English skills in seven years, but we expect students can read English papers, compose a short article and make communication as skillfully as the facilities of each school and the teachers' knowledge permit.

*Right now, **the dominant approach in the world is the communicative approach, and this approach has been responded very well in the neighboring countries.** Thus, according to *The National Curriculum*, we have authorized a new pedagogical package that we see its **positive feedback** over the country.*

This extract takes advantage of several techniques to create false consciousness. First, it includes the relational mode of sentence through which there is a connection between subject and predicate and the priority is on the predicate and the sentence is stated neutrally. "The dominant approach in the world is the communicative approach" is a relational mode of sentence by which the interviewee gives priority to the dominance of the communicative approach. This form of sentence states the event neutrally in that the how and the why or the causality of the dominance of CLT in the world and in the neighboring countries is kept hidden and only the matter of predominance of CLT is prioritized. Thus, this structure is non-transactive. Alavi-Moghaddam also stresses the implicit authority and corporate ideology by using pronoun "We". In other words, he stresses the educational authority's intention and will to authorize the new English textbooks in the form of a pedagogical package and their interest is to exhibit that the new pedagogical package could have satisfied Iranian students' needs while in practice, the educational condition is not well-desired that the recent curriculum would receive positive feedback. Next inculcation is passivization. In passive structure the agent is absent and the causality is not mentioned. In fact, it is a form of non-transactive structure. "This approach has been responded very well

in the neighboring countries” is a passive structure by which the why and the how of the satisfied feedback of CLT in the neighboring countries is not mentioned and also he does not specify what the neighboring countries are. Thus, the details about implementing this approach in these countries are concealed; for example, the condition in which this approach is implemented. In fact, Alavi-Moghaddam refers to a part of reality and doesn't mention the neighboring countries and the educational conditions in those countries such as the time allocated to English teaching, the level at which students start learning English and their mastery over English skills. He also introduces the new approach promising by referring to “the positive feedback of the new textbook packages”. The contradiction between theory and practice, the untrained and inexperienced teachers in some regions of the country and the unprepared conditions to follow CLT such as the chaotic crowded classes clearly contradict this claim and indicate that the claim of the positive feedback is only a glorious description of the new approach to create false consciousness. This extract implicitly indicates:

CLT approach has been welcomed in the neighboring countries because they could accommodate their educational condition with this approach. We also decided to follow those countries although Iran's educational condition was not prepared enough to implement CLT.

We claim, on condition that all elements come together, at the end of the seventh grade students will greet with each other and introduce themselves for 5 minutes and give address, or they can have a 5-minute useful conversation together.

Pronoun “We” once again emphasizes the corporate ideology and implicit authority and indicates the intention and will of the educational authority group. The extract also includes enumeration and exemplification. Through this technique a list of elements in a category is mentioned which is not comprehensive though sounds complete. This extract provides a four-part list (students will greet with each other and introduce themselves for 5 minutes and give address, or they can have a 5-minute applicable conversation together) to enumerate and in fact to exemplify the communication abilities at the end of the seventh

grade. Although it's a four-part list and sounds explicitly complete, this list is just an indicative of the themes that students learn in this grade and thus, it's incomprehensive. The fact is that Alavi-Moghaddam does not enumerate the themes and if so, he must have mentioned all the themes of English textbooks, while what he mentions in this extract is only indicative of the themes but not the whole. So, he exemplifies the theme of the recent textbooks which are probably the most remarkable ones. This extract also is in conditional structure. Conditional structure demonstrates uncertainty or the fulfillment of this goal depends on some elements which in the case of non-concurrence of these elements there will be no guarantee that students will be able to make communication. In fact, Alavi-Moghaddam mentions a model that reveals a sort of uncertainty in reality. A type of outcome that takes place in the ideal situation, but the fulfillment of this situation is not strong enough in his words. In other words, Alavi-Moghaddam implicitly means:

There is no guarantee students can make a five-minute applicable conversation together at the end of the seventh grade unless all schools in all over the country would be equipped. Schools should not be closed because only two hours is allocated to English, the classes shouldn't be crowded very much because CLT approach needs group work and teachers need to be mastered enough to cope with teaching CLT and can satisfy students' needs.

The seventh grade textbook noticed listening, reading, speaking and writing skills while in the former textbooks only the reading was noticed. In the new textbooks, the listening and speaking skills are noticed from the first lesson, but do the executive elements, the pedagogical time and facilities move the audience toward these goal?

This extract uses prioritization in that an English clause in a sentence or paragraph has important information which receives attention, so that the reader/ hearer has a sense of where to look for the salient information when reading / listening. Using comparison between the priorities of the former and the current curriculums, Alavi-Moghaddam takes advantage of prioritization in that he gives priority to the privilege of the new curriculum that is noticing the four language skills, but he doesn't explain how this curriculum can be

practical in 90 minutes by untrained teachers and unequipped classrooms. He also uses exemplification instead of enumeration. This list includes examples of the content of English textbooks and does not mention all the contents. To enumerate the elements in a category it is necessary to mention all the elements but not some of them. He thus, exemplifies a set of dilemmas of the recent change in the form of a rhetorical question in that he indirectly questions the educational condition in Iran. He implicitly refers to this fact that the educational condition and the recent change are not consistent and the educational reform cannot guarantee the mastery over the communicative skills after seven years. This extract can be reconstructed as:

Although the purpose of the recent curriculum is improving communicative skills and it notices the four language skills, the educational condition including untrained teachers and students (executive elements), short pedagogical time and inadequate facilities to implement the new approach are the barriers to fulfill CLT in the recent curriculum.

Controlling English learning but not empowering it: The English curriculum change followed a particular policy. This policy seems to look at English as an instrument of predominance and according to this policy, the recent English curriculum has been organized.

The supreme council of education makes decision about the pedagogical time and we organize the content of the seventh grade textbook for this two hours. We believe the more the pedagogical time is, the more the learning is, but for the current 8 lessons in the seventh grade textbooks, two hours in a week is adequate.

This extract mostly takes advantage of prioritization through which an English clause in a sentence or paragraph has important information which receives attention, so that the reader/ hearer has a sense of where to look for the salient information when reading / listening. along the same line, Alavi-Moghaddam makes a delicate comparison between his job and that of The Supreme Council of Education. The sentence initiates with the job of

the latter that is “to make decision about the pedagogical time” and followed by Alavi-Moghaddam’s job that is “the organization of the content of the seventh grade textbooks for this two hours”. By this type of priority, he introduces himself as an obedient agent who follows the superior orders, and depicts the Supreme Council of Education as the guilty of the inconsistency between the allocated time and the content of the textbooks.

In the final sentence of this extract, it is stated: “two hours in a week is adequate”. This is the example of the relational mode of sentence. In this structure, there is a connection between subject and predicate and the priority is on the predicate, and thus, the why and the how or the causality is not mentioned or this is the example of non-transactive structure. In this extract, it is not mentioned why two hours in a week is adequate for the current contents of English textbooks when the purpose of the recent curriculum is teaching the four language skills. The extract uses pronoun “We” indicting a corporate ideology. When Alavi-Moghaddam states: “We believe the more the pedagogical time is, the more the learning is”, he implicitly shows his disagreement with the short time allocated to English course; however, immediately he contradicts his idea and states: “but for the present 8 lessons in the seventh grade textbooks, two hours in a week is adequate”. This contradiction implies that the English course is controlled by the ideology of power. In other words, it’s an attempt of the educational power to control the extent of English input. After all, the extract implicitly states:

the supreme council of education regarding the policy of change, makes decision about the pedagogical time and we organize the content of the seventh grade textbook for this two hours. Although we believe the more the pedagogical time is, the more the learning is, we must follow the orders in line with the policy that states: for the present 8 lessons in the seventh grade textbooks, two hours in a week is adequate.

We decided to change the textbooks according to the higher level documents including The National Curriculum. I need to say the standard lifetime of the textbooks is 5-10 years, and if this time is over, the textbooks are out of standard and the need to change will be sensed.

“We” indicates the corporate ideology and the intention and will of the authority group. According to the extract, the change occurred according to the higher level documents. As mentioned already, The Supreme Council of Education makes decision about the higher level document and thus, it is implied the change of the English textbooks is the corporate ideology of The Supreme Council of Education. According to this ideology, the lifetime of the textbooks needs to be 5-10 years regardless of students’ needs. As a result, this extract implies:

The Supreme Council of Education decided to change the textbooks and curriculum. This council believes regardless of students’ needs, the lifetime of the textbooks is 5-10 years.

English course as a threat to Iran’s culture: The following extracts taken from The National Curriculum, explain about the content of the new English textbooks. These extracts clearly indicate that the recent change only emphasizes the interior culture and social values without any reference to the western culture.

Foreign language instruction needs to be considered as a bed to improve the national culture, beliefs and the interior values.

The extract uses exemplification instead of enumeration. Through this inculcation, only a couple of remarkable elements in a category are exemplified but the whole elements are not enumerated. Alavi-Moghaddam does not enumerate the whole contents of English textbooks but he exemplifies a three-part list and refers only to three key concepts including “the national culture”, “beliefs” and “the interior values” so that the readers might find the list attractive and symbolically comprehensive whereas the list is vague so that readers might have pragmatic inference related to the list because it is only an indicative of the mentioned list. Moreover, The National Curriculum introduces Foreign language instruction as a bed to improve the interior values while language and culture are interwoven and students need to learn western culture as well. But by this extract, it is implied that western culture is considered as a threat to Iran’s culture and values and thus, it is necessary to control English learning and confine the textbooks content so as to prevent the penetration of the western culture and keep Iran’s culture on the safe side.

At the initiating level of training, the pedagogical content is selected and organized about the native themes and learners' needs such as hygiene and health, routine life, environment and the values and culture of the society. At the higher levels, this content selection and organization will be toward cultural, scientific, economic, political, ... uses in accordance with the pedagogical texts of other learning areas and in the direction of their deepening.

This extract lists a particular set of themes in high school English textbooks but the list is not comprehensive. It is indicative of the range of the textbooks content and is taken literal and less vague than a three-part list. This extract also uses exemplification instead of enumeration because the mentioned list are indicatives of the content of English textbooks and the extract does not enumerate the whole themes. Additionally, “pedagogical text of other learning areas” and “in the direction of their deepening” are two nominalized structure. Through nominalization or the non-transactive structure, the why and the how or the causality of the event is not mentioned and the priority is on the event. By these two mentioned nominalized structures the readers wonder what “the other learning area” can be included and how these contents and pedagogical texts can be deepened. After all, with regard to the rest of the learning areas including “culture and art”, “humanity sciences”, “social studies”, “empirical sciences”, “foreign languages” and “principles and skills of life and family”, this extract implicitly indicates:

These themes are emphasized both in English and Persian in that they are taught in all high school course books and this helps students to better understand the themes in English textbooks.

4.3. Summary

By critical analysis of the discourse of change, the study found that the texts and talks introduce the change as the promising road toward the communicatively learning English, while what has happened in the system is change for the worse, that is reform in rhetoric but not change in practice. In other words, the purpose of the policy is not change but false

consciousness. In fact, empowering English communication is expected from the curriculum, but schooling, with the aim of controlling rather than educating, actually is taking place in the system.

In short, this study reveals the following findings: the curriculum policy aims at reforming the curriculum rather than changing it in practice, there is a great inconsistency between theory and practice, Iran's curriculum condition is not prepared enough for the recent change and suffers from the unequipped schools in some regions, unskillful teachers or non-English teachers in deprived regions, crowded classes and short time of teaching English. Discourse of change deals with a part of reality in order to distort the reality and indeed creates false consciousness. At last, the inconsistencies show that the underlying ideology behind the change is controlling the curriculum rather than empowering it so as to keep away the threat of the western culture.

Chapter Five:

Discussion and conclusion

5.1. Overview

This study aims at exploring the real purpose of Iran's English curriculum change and discovering whether the educational policy intended to introduce the reform in texts and talks for public satisfaction or it introduced the change in practice for communication. The stakeholders' viewpoints on educational change were also added to the results of the analysis and supported the findings. In this chapter the results of this study are reviewed and compared with the previous findings. The results clearly show that the curriculum change is a reform for false consciousness. This study suggests the authorities to notice Iranian students' needs and, in accordance with the present educational condition, reconsider the English curriculum.

5.2. Discussion

In this part the commonalities and contradictions between the former findings and the findings of this study are discussed. In addition, the new findings, considered as the innovations of the present study, are mentioned. The results clearly show the aim of the recent change is curriculum reform rather than curriculum change. "The former curriculum was based on "Right path approach" and emphasized reading and writing to get students prepared to enter university" (Alavi-Moghaddam, 1392) and the current one follows communicative approach to get students prepared to make communication; however, neither of them performed successfully. The former curriculum overemphasized grammar and translation and failed the chance of teaching the principles of reading and writing skills. The current one also overemphasizes the rote learning of the conversations and misses the chance of learning the academic skills or reading and writing. As the stakeholders stated, *"the students who have no idea about the grammar have to memorize the words and sentences without realizing their meaning; for example: "I from Iran". Also neither the time is adequate to practice the rest of the skills nor the teachers are skillful enough to teach them, and necessarily their practice of writing is limited to dictation"*. Although writing practices are designated in workbook, there is no trace of teaching this skill in practice. Consequently, the recent reform is the change for the worse. The curriculum reform and indeed, the no change in practice has been criticized by other studies too.

Pishghadam and Navari (2010) points out that the classical behavioristic guidelines of learning are still followed in the present condition of teaching English in Iran. "The teacher plays the role of a holder and transmitter of knowledge and learners are recipients who have little or no activity in the process of learning". Paivandi (2012) also deals with the educational reform and criticizes the educational gap as the consequence of the radical reform and states "there is a serious educational gap between poor areas (provinces of east, south and west) and most developed areas (the central axis)". Furthermore, Safari and Rashidi (2015), Khojasteh Nam (2011) and Farhadi, Sajjadi, and Hedayati (2010) referred to the inconsistency between theory and practice in the educational reform and suggested a reconsideration over the educational policy.

The findings also report an inconsistency between theory and practice that is the remarkable representation of the curriculum reform. As it was analyzed in the previous chapter, the rhetoric depicted a glorious picture of English learning in the current curriculum system, and The National Curriculum described the graduated students as the individuals who will be able to make contact with foreigners and thus will be able to master the oral and written English skills so that they will be expected to compose a scientific article and comprehend a reading text at the intermediate level. But in practice, we deal with irrational short pedagogical time, crowded classes and almost untrained teachers (Alavi-Moghaddam, 1392) who cannot write down a paragraph, probably they are not familiar with the required techniques of each skill and if they are, the mentioned shortages of the educational condition don't allow them to implement them in the classroom. One of the teachers I interviewed confirmed this claim and believed: "*the teachers who are accustomed to the former method are not able to write a paragraph, let alone they teach students to read a text and write an article at the intermediate level*". Along the same line, the stakeholders are displeased with this inconsistency and claim their practice of writing, for example, is limited to dictation and students perform so weakly in the rest of the skills even in speaking because the undeserved educational condition provides an unwelcoming environment for learning English so that the students have to memorize the required practices rather than learn the skills. In turn, Alavi-Moghaddam & Kheirabadi (2012) also criticize this dilemma and confirm "although The National Curriculum of Iran holds some

considerable advantages, the successful application of Its elements in the area of teaching foreign languages requires preparation of some prerequisites such as “training capable and skillful teachers who can cope with the communicative approach”, “equipping high schools with the required hardware and software”, “providing the communicative base textbooks”, and “allocating adequate time to English course”.

The findings also reveal a set of dilemmas due to the recent reform which are the barriers in the road of the new approach and are the consequences of the radical top-down change. The results indicate Iran’s educational condition is not prepared enough for teaching communicative skills, but rather it still welcomes the right path approach. The communicative approach requires skillful teachers for teaching communication, private classes with students who have acceptable English knowledge and competence to make communication, equipped classes with audio-visual facilities, and frequent sessions in a week for more and more practice, while Iran’s educational condition is lack of or short of the mentioned elements. This is the dilemma that Alavi-Moghaddam concerned about and stated there are unequipped schools over the country and untrained teachers over Tehran or even inexpert teachers who teaches English in the country which they all put the implementation of the new approach to trouble. These barriers caused him to admit that the mentioned problems and incompatibilities do exist in the educational system. So, “changing English textbook is only one parameters to learn English and it cannot make a revolution by itself in the educational system” (interview, 1393). This finding is in accordance with Nunan (2003). He counts the similar problems: confusion and inconsistency at the level of policy, inadequately trained and skilled teachers and disjunction between curriculum rhetoric and pedagogical reality. Interestingly, Safari and Pourhashemi (2012) listed the similar problems in their study. Ashari and Zarrin (2014) also introduced the lack of incompatibility of the educational policy with cultural values in Iranian context and EFL learners’ needs and motivation as the main problem of the new English curriculum system. In the same line, Kheirabadi and Alavi-Moghaddam (2014) achieved the similar findings; however, they found the new approach promising and believed “the key to success of the whole program is training teachers the essential theoretical concepts and practical approach of CLT”.

The outstanding findings of this thesis uncover the significant role of the discourse of change. According to the findings, the discourse of change distorted reality by ignoring and concealing the facts about Iran's educational condition. As noted earlier, there is a large gap between theory and practice and that's because of the inconsistency between the radical top-down change and the unprepared educational condition for that change whereas the rhetoric is very promising. Alavi-Moghaddam, in interview with Tasnim Press (1392) for instance, refers to these problems briefly and pretends the above-mentioned educational dilemmas are ignorable. The National Curriculum and Alavi-Moghaddam's interview with Tasnim Press complete the puzzle of reality distortion about Iran's curriculum reform and both emphasize and the same thing that is students' ability to make communication in English which is very promising but in practice the stakeholders complained about the incompatibility between the short pedagogical time and the burdensome assignments which should be tackled by both students and teachers, and this has caused the practitioners' dissatisfaction and led to students' exhaustion with English course in public section.

The analysis of The National Curriculum and Alavi-Moghaddam's interview with Tasnim Press, with regard to the rest of the findings, lead us to the prominent finding of this thesis that is the aim of the recent change is curriculum reform for false consciousness although Alavi-Moghaddam claims that the aim of the recent change is improving communicative skills, the practitioners claim the students' level of English proficiency has not been improved. At the beginning of the junior high school, students are unable to make communication, at the end of the senior high school also they cannot use the communicative skills to make contact with the foreigners. The stakeholders believe teaching conversation cannot help students to learn communication when they have not learnt the words and cannot figure out the sentence structures in the conversation. Along the same line, Haddad Afshan and Yamini (2011) referred to the false consciousness delicately and believed "the goal of teaching English is not communication. Teachers teach in a way that their students can pass the final exams. It seems that the policy is just teaching English, but who, how and why is not important". This finding is also agrees with the finding of Alptekin (2002) who questioned the validity of the pedagogical model based on the notion of communicative competence in cross cultural settings. The model was revealed

to be utopian, unrealistic and constraining in relation to English as an international language. Aghagolzadeh and Davari (2014) also verified this dilemma in the educational system and revealed the lack of any applicable and justifiable language in education policy is totally visible. These findings implicitly indicate the educational policy takes advantage of schooling to control students in that students get involved in the process of learning English communicative skills for six years without any satisfied outcome at the end.

The educational policy inculcates the change with the two incisive instruments of language and power. Alavi-Moghaddam, as the language side, and the National Curriculum and the rest of the related documents, as the power side of a coin, played an impressive role in inculcating the radical top-down educational change in Iran. Students spend 90 minutes in English class each week without any improvement in English proficiency. The inconsistency between theory and practice and the stakeholders' dissatisfaction with the new approach are two rational reasons that indicate this result clearly. This finding also is found to be unique and the researcher could find no similar results in this ground.

The critical analysis of the discourse of change and the consequence of the radical top-down change unveil the major ideology behind the discourse of change. The findings reveal the underlying ideology of the English curriculum change is controlling the education rather than empowering it. Reviewing Iran's educational change since the 1979 revolution of this country indicates the authorities of the former curriculum did not welcome the penetration of the western culture (Beeman, 1986; Tollefson, 1991) and thus, followed Grammar centered approach and confined the contents of English textbooks to fabricated dialogues and short texts for reading comprehension. The findings of this thesis also confirmed the same result. The radical top-down change, the inconsistency between the rhetoric and practice, the discussed problems due to the new approach which were observed in some other systems with similar educational condition such as Malaysia (Pillay & Thomson, 2003), Japan (Kikuchi & Brown, 2009), Thailand (Segovia & Hardison, 2009), and also the findings of a couple of papers contributing to Iran's educational policy (Aghagolzadeh & Davari, 1393; Dahmardeh & Wray, 2011) clearly show Iran's educational policy intends to keep the cultural and social values on the safe side and still considers English training as a threat to Iran's general policies; meanwhile, this country

needs to move along with the globalization issue which this necessitates mastering English language communication and that is why we see the educational change has been implemented in an unprepared educational condition. In line with the finding of this thesis, Dahmardeh (2009) states that “there is a degree of ambivalence in the attitude of Iranian government toward English. The current political issues may have an effect on the experience of students and teachers of ELT”. But Paivandi (2012) decisively argues “educational reforms in Iran have always been imposed by the government through undemocratic processes”. Dahmardeh and Wray (2011) reach this conclusion that “the change need to be made if we want to prepare the students to communicate in the multicultural world of English, but many of policy makers as well as course planners are very concerned with culture and religion and are trying to preserve Islamic and Iranian culture and religion values” (p. 279).

5.3. Conclusion

Due to the English curriculum change of the public sector in Iran, the present study, by using CDA techniques, critically analyzed the discourse of change so as to uncover the hidden ideology behind the discourse and specify whether the discourse of change shows reality or distorts reality. The findings indicated although the discourse of change is glorious and promising, the educational condition in Iran is not prepared enough to implement CLT. For instance, the national curriculum expects students to improve their communicative skills, as the purpose of the recent curriculum, while Alavi-Moghaddam expresses his worry about untrained teachers and unequipped classrooms in some regions. This condition is the obvious example of incompatibility between theory and practice.

The analysis also revealed that the current curriculum is the result of a reform rather than a change. The educational problems including short pedagogical time, crowded classes, untrained teachers and unequipped classes, impede CLT to be implemented successfully in high schools and thus, the curriculum has been reformed in theory but not changed in practice. But the CDA techniques uncovered that Alavi-Moghaddam used mostly nominalization and prioritization to give priority to the purpose of the recent

curriculum and hide the educational problems which are the main barriers in implementing CLT in Iran.

Another finding emerged from the analysis clearly showed that the purpose of the recent curriculum is false consciousness. Both Alavi-Moghaddam and The National Curriculum depicted a glorious picture of the recent change. They used mostly exemplification and enumeration such as communicating with foreigners, reading English papers and composing a short article, and emphasized the privilege of CLT that is mastering the language skills to show that students will be able to communicate with foreigners, but they did not mention how achieving this goal is possible. In other words, Alavi-Moghaddam in line with The National Curriculum distorted reality.

Finally, the critical analysis of the discourse of change uncovered the real purpose of the curriculum change that is controlling English learning to keep Iran's culture on the safe side. In fact, learning a language prerequisites learning the culture of that language, but there is no trace of western culture in the recent English textbooks. By noticing the contradiction between the short pedagogical time and the emphasis on improving the four language skills through the interview with Alavi-Moghaddam and also the emphasis on Iran's culture and beliefs in English textbooks mentioned in The National Curriculum, it is implied that the educational authorities consider English as a threat to Iran's culture and try to confine the penetration of western culture. It seems that the ideology of change relies on prioritizing the interior values and thus, the attempt is on controlling English learning in Iran.

5.4. Implications and suggestions

The radical top-down change of English curriculum in Iran was a crude decision and CLT approach cannot be a curable prescription for improving Iranian students' communication ability. Iran's educational system should reconsider the practitioners' needs, prepare the prerequisites of change and then plan for a fundamental change.

The study offers numerous implications to policymakers, syllabus and material designers, language teachers, and language learners. The most important contribution of the

study is that English curriculum in Iran has to be reconsidered because it cannot meet a wide range of individuals' needs. Such an awareness-raising can help them formulate comprehensive and praxis-oriented frameworks.

Iran's educational condition still needs reading and writing more than the communicative skills because students must pass Konkour exam after all, and reading and writing are the required skills for both academic and occupational positions. Iran has a constricted relation with the world and if any relation needs to be made, it is often via writing and indeed reading comprehension. In the same line, it is suggested that the authorities reconsider the educational policy. The educational system should notice all four language skills but it is necessary to concentrate mostly on reading and writing by increasing the pedagogical time, training skillful teachers and presenting a rational principle manner for teaching these skills.

Appendices

Appendix A

Persian version of Tasnim Press interview with Alavi-Moghaddam

مدیر گروه زبان‌های خارجی دفتر تالیف کتاب‌های درسی گفت: کتاب‌های زبان ۲۷ سال بود که تغییر نکرده بودند اما با تغییر رویکرد و روش‌های تدریس تقویت مکالمه را مدنظر داریم و از همان جلسه نخست الفبا را آموزش نمی‌دهیم

به گزارش خبرنگار اجتماعی خبرگزاری تسنیم، ۶ سال آموزش زبان انگلیسی در مدارس هیچ فایده مثبتی را برای دانش‌آموزان ندارد چرا که این روزها مسئولان آموزش و پرورش نیز به این باور رسیده‌اند که روش‌های آموزش زبان انگلیسی کارآمدی لازم را ندارد و به همین دلیل است که اغلب فارغ‌التحصیلان مدارس ابتدایی ترین کلمات زبان را نیز نمی‌دانند. شاید به همین دلیل است که اغلب خانواده‌ها احساس نیاز می‌کنند تا دانش‌آموزان خود را در موسسات زبان خصوصی آن هم با صرف هزینه‌های سنگین ثبت‌نام کنند.

اما آموزش و پرورش این روزها با آگاهی از ناکارآمدی روش‌های آموزش زبان در مدارس شیوه جدیدی را در پیش گرفته است به گونه‌ای که برای پایه جدید هفتم به جای کتاب آموزشی شاهد بسته آموزشی هستیم و دیگر محورهای آموزش‌ها گرامر نیست بلکه این روزها مکالمه در مدارس حکمرانی می‌کند.

به همین دلیل با بهنام علوی مقدم مدیر گروه زبان‌های خارجی دفتر تالیف کتاب‌های درسی به گفت‌وگو نشستیم.

****تسنیم:** چرا بعد از هفت سال آموزش زبان به دانش‌آموزان شاهد هستیم که بعد از فارغ‌التحصیلی همچنان تسلط آنها به زبان انگلیسی بسیار پایین است به گونه‌ای که حتی نمی‌توانند یک یا دو کلمه به این زبان مکالمه کنند؟

هدف اصلی کتاب‌های زبان انگلیسی تقویت مهارت خواندن است

****علوی مقدم:** در رابطه با اینکه چرا دانش‌آموزان بعد از ۷ سال آموزش زبان در مدرسه نمی‌توانند یک مکالمه کوتاه مدت داشته باشند مسائل مختلفی دخیل هستند که یکی از مهم‌ترین علت‌ها این است که کتاب‌های فعلی هدفشان تقویت مهارت خواندن است.

یکی از دلایلی که کتاب‌های فعلی سطح مکالمه دانش‌آموزان را تقویت نمی‌کند این است که هدف این کتابها متفاوت است؛ باید بگوییم از ۲۷ سال پیش تاکنون کتاب‌های زبان تغییری نکرده‌اند و هدفشان این بود که دانش‌آموز را برای ورود به دانشگاه و خواندن متون عمومی و تخصصی آماده کنند. در حقیقت ۲۷ سال پیش هدف این بود و در آن زمان هنوز بحث زبان انگلیسی به صورت بسیار مهم مطرح نشده بود. یکی دیگر از دلایل این است که دانش‌آموزان انگیزه کافی را برای فراگیری نداشتند اما دانش‌آموز امروزی انگیزه لازم را برای یادگیری یک یا دو زبان خارجی دارد.

معتقدم کتاب‌های فعلی مهارت خواندن را در دانش‌آموزان تقویت می‌کند بنابراین طبیعی است که یک دانش‌آموز پس از گذشت ۷ سال از دوران تحصیلش و در هنگام فارغ‌التحصیلی نتواند به خوبی مکالمه کند اما این دانش‌آموز در مهارت خواندن توانمند است.

طراحی کتاب‌های جدید با هدف تقویت قدرت مکالمه

****تسنیم:** یعنی شما معتقدید که کتاب‌های فعلی مهارت خواندن را در دانش آموزان تقویت

کرده و دانش آموزان ما در خواندن متون انگلیسی توانمند هستند؟

****علوی:** صد در صد اینگونه نیست اما تا حدودی توانسته‌ایم به اهداف مدنظر برسیم البته باید

بدانیم که کتابهای جدید را با هدف تقویت مکالمه دانش آموزان طراحی کرده‌ایم اما هیچ وقت

نمی‌توانیم مدعی شویم که دانش آموز بعد از ۷ سال آموزش زبان بتواند به خوبی مکالمه کند.

ما یک برنامه درسی قصد شده و یک برنامه درسی کسب شده داریم، برنامه درسی قصد شده

هدف مولفان و برنامه‌ریزان درسی است اما آیا عوامل اجرایی، ساعت و امکانات آموزشی مخاطبان

را به سمت این اهداف سوق می‌دهد؟ ما ادعا می‌کنیم که اگر تمام عوامل دست به دست هم

دهند بعد از ۶ سال دانش‌آموزان می‌توانند در حدی که مورد نظر برنامه درسی ملی است به

زبان انگلیسی صحبت کنند و تحقق این موضوع مستلزم این است که مدیران، دبیران و هر

نهادی که در این زمینه دست‌اندرکار است وظیفه خود را به درستی انجام دهد.

برخی معلمان دوره آموزش کتاب‌های جدید زبان انگلیسی را طی نکرده‌اند

هم اکنون به ما گزارش شده که در برخی از مدارس دستگاه لازم برای پخش سی دی در کلاس

درس وجود ندارد که این موضوع اجرای برنامه آموزش زبان را دچار مشکل می‌کند یا اینکه

برخی از معلمان در سطح شهر تهران دوره آموزشی کتاب تازه تالیف را ندیده‌اند اگر معلمی بدون

گذراندن دوره آموزشی لازم وارد مرحله تدریس شود قطعاً برنامه مدنظر ما با مشکل مواجه

می‌شود.

****تسنیم:** در برنامه درسی ملی جایگاه زبان انگلیسی به چه صورت تعریف شده است؟

****علوی:** یکی از حوزه‌های یازده گانه برنامه درسی ملی حوزه زبان‌های خارجی است و این

موضوع فقط مختص به زبان انگلیسی نیست چرا که زبان‌هایی که مورد تایید شورای عالی

آموزش و پرورش است و آنها را به تصویب رسانده مانند آلمانی و فرانسه می‌تواند در مدارس مورد یادگیری قرار بگیرد، در این حوزه و در پایان دوره انتظار می‌رود دانش آموزان بتوانند مقاله‌های انگلیسی را در حد متوسط خوانده یک مقاله کوتاه بنویسند و در ارتباطات یعنی صحبت کردن و گوش کردن در رفع نیاز توانمند باشند. در برنامه درسی ملی اهمیت به سزایی به بحث زبان شده است که تا به حال شاهد چنین توجهی نبوده‌ایم.

****تسنیم:** به نظر شما هدف گذاری موردنظر که دانش آموزان بتوانند یک مقاله کوتاه بنویسند یا یک مقاله را خوانده و ترجمه کنند با وجود شرایط فعلی تدریس زبان در مدارس و عدم تسلط برخی از معلمان خیلی آرمانی نیست؟

****علوی:** هم اکنون بسیاری از معلمان زبان تحصیلاتشان در سطح فوق لیسانس و دکتراست البته برخی از معلمان نیز به دلیل فاصله زیاد از دوران تحصیل دچار ضعف‌هایی هستند که باید تلاش کرده و خود را ارتقا دهند. در برخی ملاقات‌هایی که با دبیران زبان داریم مشاهده می‌کنیم که سطح تحصیلات آنها بالا رفته و حتی بسیاری از آنها در آموزش‌گاه‌های زبان خصوصی به صورت موفق تدریس می‌کنند.

این معلمان می‌توانند با تربیت درست دانش آموزان و استفاده از راهنمای معلم تالیف شده و اجرای مرحله به مرحله آن به اهداف مورد نظر مولفان و برنامه ریزان درسی در رابطه با درس زبان انگلیسی دست یابند.

تعدادی از دبیران حرفه‌وفن یا ریاضی، انگلیسی هم تدریس می‌کنند

****تسنیم:** بخشی از ضعف دانش آموزان در زبان انگلیسی مربوط است به ضعف دبیرانی که این

درس را تدریس می‌کنند؛ تا چه حد با این موضوع موافق هستید؟

****علوی:** به هر حال دبیران اندکی وجود دارند که به صورت غیرتخصصی به تدریس درس

زبان مشغول هستند یعنی دبیر حرفه و فن یا دبیر ریاضی درس زبان را نیز تدریس می کنند.

****تسنیم:** آمار از تعداد دبیران غیرمرتبط که درس زبان را تدریس می کنند دارید؟

****علوی:** آمار دقیقی ندارم ولی چنین دبیرانی وجود دارند به ویژه در مناطق غیربرخوردار، یکی

از دغدغه های اصلی مدرسان کشوری این بود که یکی از مشکلات موجود بر سر راه آموزش زبان

به دانش آموزان وجود دبیران غیرتخصصی است که تدریس زبان به آنها واگذار می شود، امیدواریم

تمهیداتی اندیشیده شود که این موضوع به صفر برسد چرا که اگر کتاب زبان به خوبی تدریس

نشود برنامه مدنظر ما با مشکل مواجه می شود.

****تسنیم:** برای به روزرسانی معلمان زبان چه برنامه هایی دارید؟

****علوی:** در این زمینه کلاس های ضمن خدمت را طراحی کرده ایم، کتابهای زبان ۲۷ سال ثابت

بود و کلاس های ضمن خدمت نیز به صورت روتین برگزار می شد اما با تغییر کتاب های زبان از

این پس یک دوره ۴۰ ساعته ضمن خدمت را برای مدرسان و یک دوره ۳۲ ساعته را برای دبیران

شهرستانها داریم که روش های تدریس کتاب جدید، ارزشیابی و تدریس عملی زبان به دانش

آموزان در این دوره ها آموزش داده می شود.

تغییر کتاب های انگلیسی براساس اسناد بالادستی

****تسنیم:** چه شد که تصمیم گرفتید تا کتاب های زبان را تغییر دهید و در کتاب زبان پایه

هفتم چه تغییراتی اعمال شده است؟

****علوی:** از سال تحصیلی ۶۶ کتاب های زبانی که در مدارس تدریس می شد در حدود ۹۹ درصد

ثابت بود، رویکرد کتاب های فعلی برای آن زمان مناسب بود اما با توجه به اینکه رویکرد ارتباطی

فعال که در برنامه درسی ملی به آن تاکید شده با رویکرد قبلی یعنی روش شنیداری- گفتاری

تفاوت زیادی دارد بنابراین رویکرد قبلی نمی‌توانست دیگر جایگاهی در نظام آموزشی داشته باشد.

تصمیم گرفتیم کتاب‌ها را طبق اسناد بالادستی از جمله برنامه درسی ملی تغییر دهیم. باید بگوییم استاندارد کتاب‌های درسی ۵ تا ۱۰ سال است و اگر این زمان به گذرد دیگر کتابها از حالت استاندارد خارج شده و نیاز به تغییرات احساس می‌شود.

در رابطه با کتاب زبان نیز علت‌های مختلفی چون تقاضای دبیران برای تغییر کتاب‌ها، تقاضای جامعه و تغییراتی رویکردی در بحث آموزش زبان باعث شد تا تصمیم بگیریم کتابهای زبان را تغییر دهیم.

در پایه هفتم شاهد تالیف بسته آموزشی زبان هستیم که این روند برای پایه‌های دیگر نیز ادامه می‌یابد و سال به سال کتابهای درسی زبان پایه‌های مختلف تغییر خواهد کرد.

**تسنیم: عنوان شده است که کتاب زبان پایه هفتم براساس رویکردهای آموزشی روز دنیا تدوین شده است کمی در این خصوص توضیح دهید؟

**علوی: هم اکنون رویکرد قالب در دنیا آموزش زبان از طریق ارتباط است و این رویکرد در کشورهای همسایه نیز به خوبی جواب داده است. بنابراین براساس برنامه درسی ملی بسته آموزشی جدیدی را تالیف کرده‌ایم که بازخوردهای مثبت آن را در سطح کشور شاهد هستیم.

**تسنیم: یعنی تغییر کتاب زبان مورد استقبال دانش آموزان و معلمان قرار گرفته است و اعتراضی از سوی آنها مبنی بر دشوار بودن محتوای جدید انجام نشده است؟

**علوی: معلمان که اصول و اهداف کتاب را شناخته و براساس رهنمودهای موجود در راستای کتاب راهنمای معلمان فعالیت می‌کنند با مشکل روبرو نیستند اما دبیرانی که دوره های ضمن

خدمت را طی نکرده یا به راهنمای معلم دسترسی پیدا نکرده‌اند یا به هر دلیلی نخواستند تا مراحل کتاب راهنمای معلم را در کلاس پیاده کنند با مشکل مواجه هستند.

در کتاب زبان پایه هفتم در ابتدای هر درس یک مکالمه هفت تا هشت خطی داریم و بسته به نوع رفتار معلم با این مکالمه تاثیر مثبت و منفی به ما بازخورد داده می‌شود باید بگویم این مکالمه برای این است که معلم دو تا سه بار دانش آموزان را در کلاس درس در معرض زبان انگلیسی قرار دهد و هیچ کار دیگری از جمله ترجمه کردن یا نوشتن زیر عبارت را نباید انجام دهند.

در کلاس درس معلم سوالاتی را به زبان فارسی به صورت کلی از حال و هوای مکالمه می‌پرسد و دانش آموزان را به پاسخ دادن وادار می‌کند اگر معلمی به کلاس برود و از دانش آموزان بخواهد مکالمه را حفظ یا ترجمه کنند این روش غلط بوده و دانش آموز را با دشواری مواجه می‌کند.

****تسنیم:** معلمان در کلاس درس باید فضایی را ایجاد کنند که دانش آموزان با یکدیگر به مکالمه بپردازند؟

****علوی:** در پایان هر درس قسمتی را به نام مکالمه یا ایفای نقش داریم که دانش آموزان با توجه به آموخته‌های آن درس قادر می‌شوند در حد خواسته شده با یکدیگر یک مکالمه کوتاه داشته باشند در درس اول دو عملکرد زبانی یعنی سلام و احوالپرسی و معرفی مورد تاکید است و دانش آموزان در عرض ۳ هفته این موضوع را تجربه می‌کنند.

بنابراین در عرض سه هفته یا ۶ ساعت دانش‌آموزان در پایان کلاس باید بتوانند با یکدیگر در همین حد مکالمه داشته باشند و این به آنها کمک می‌کند اگر در محیط واقعی با یک فرد خارجی برخورد کردند بتوانند با او این مکالمات را داشته باشند. در حالی که در کتاب‌های قبلی این توانایی در دانش آموزان ایجاد نشده بود.

مدعی هستیم به شرط اینکه تمام عوامل دست به دست هم دهند در پایان کلاس هفتم دانش آموزان در حدود ۵ دقیقه به زبان انگلیسی سلام و احوالپرسی کرده خود را معرفی کنند و آدرس ارائه دهند. یعنی در حد ۵ دقیقه مکالمه پرکاربرد را با یکدیگر داشته باشند.

**تسنیم: شما تاکید کردید که تمام عوامل باید دست به دست هم بدهند تا دانش آموز در پایان کلاس هفتم بتواند در عرض ۵ دقیقه مکالمه به زبان انگلیسی داشته باشد این عوامل چه چیزهایی هستند؟

**علوی: مدیران باید در این زمینه همکاری داشته باشند. یکی از بحث‌ها این است که درس زبان نیازمند کار گروهی در کلاس درس است و این موضوع احتمالا موجب ازدحام در کلاس می‌شود که مدیر نباید آن را نقطه ضعف معلم بداند؛ همچنین باید وسایل سخت‌افزاری مورد نیاز در اختیار دبیران قرار بگیرد تا بتوانند سی دی زبان را برای دانش آموزان پخش کنند. جلوگیری از تعطیلی نابجای کلاس درس زبان نیز مورد تاکید است چرا که در پایه هفتم صرفا در طول هفته ۲ ساعت آموزش زبان را برای دانش آموزان داریم.

آموزش زبان انگلیسی به دانش آموز تنها ۲ ساعت در هفته

**تسنیم: دو ساعت آموزش زبان در طول هفته به دانش آموزان پایه هفتم کم نیست؟

**علوی: شورای عالی آموزش و پرورش در رابطه با ساعات آموزشی تصمیم می‌گیرد و ما محتوای کتاب زبان پایه هفتم را برای این دو ساعت تنظیم کرده‌ایم. کتاب زبان پایه هفتم دارای ۸ درس است که هر درس در ۳ هفته تدریس می‌شود ما معتقدیم که هر چه ساعات آموزش بیشتر باشد یادگیری بیشتر خواهد بود اما برای ۸ درس فعلی در کتاب زبان پایه هفتم دو ساعت آموزش در هفته کافی است.

**تسنیم: در رابطه با بسته آموزشی و ساختار کتاب زبان پایه هفتم توضیحاتی را ارائه کنید؟

****علوی:** تا به حال به طور سنتی از کتاب نام می‌بردیم اما برای کتاب زبان پایه هفتم دیگر کتاب نداریم بلکه شاهد بسته آموزشی هستیم؛ بسته آموزشی شامل ۵ جزو اصلی است که عبارت است از کتاب دانش آموز، کتاب کار، کتاب راهنمای معلم، لوح فشرده و فلش کارت معلم. در کتاب‌های قبلی فعلا شاهد کتاب دانش آموز بودیم اما در بسته آموزشی به صورت همزمان کتاب دانش آموز، کتاب کار و لوح فشرده در اختیار دانش‌آموز قرار می‌گیرد فلش کارت معلم واژگان و حروف الفبای زبان انگلیسی برای آن حک شده است که معلم در هنگام تدریس از این فلش کارت‌ها استفاده می‌کند. لوح فشرده نیز فایل صوتی دروس است که توسط افراد متخصص و نزدیک به زبان بومی ضبط شده است که دانش‌آموزان مکلف به استفاده از آن در کلاس و منزل هستند و باید آنرا تهیه و در منزل نیز از آن استفاده کنند.

کتاب کار دانش‌آموز شامل ۴ بخش اصلی است که در ورود این کتاب بخشی به نام WELCOM را شاهد هستیم که درس ورودی است که با دو هدف آشنایی دانش‌آموز با زبان انگلیسی و رفع این موضوع که زبان انگلیسی زبانی ناآشناست طراحی شده است دانش‌آموز در این درس شاهد کلمات قرضی زبان انگلیسی در زبان فارسی است مثلا در این درس کلماتی مانند هتل، آمبولانس و اتوبوس را مشاهده می‌کنند که با وجود اینک انگلیسی هستند اما در زبان فارسی نیز کاربرد دارد بنابراین این احساس مثبت در دانش‌آموز ایجاد می‌شود که تعدادی از کلمات انگلیسی را می‌دانند از طرفی موضوع موجب می‌شود تا معلم در ابتدای سال تحصیلی با مرور این درس تعیین سطح نسبی را از دانش‌آموزان کلاس داشته باشد.

نقاط ضعف و قوت عدم توازن سطح تسلط دانش‌آموزان به زبان انگلیسی

هم اکنون مشکل اصلی ما در کلاسهای زبان این است که دانش‌آموزان یک دست نیستند برخی از خانواده‌ها فرزندانشان را از ۴ تا ۵ سالگی به کلاس زبان فرستاده‌اند و این موضوع باعث

می‌شوند که در پایه هفتم دانش آموزی وجود داشته باشد که زبانش بسیار پیشرفته است یا دانش آموزی نیز باشد که هیچ آشنایی نسبت به زبان ندارد. البته می‌توان از این موضوع به صورت یک فرصت استفاده کرد. به این صورت که پس از تعیین سطح معلم از دانش آموزان آنها گروه بندی شده و از دانش آموزان توانمند به عنوان سرگروه استفاده کرد در حقیقت دانش آموزانی که سطح تسلطشان نسبت به زبان قوی‌تر از سایرین است به عنوان دستیار آموزشی به معلم کمک می‌کنند.

در کتاب زبان پایه هفتم، هشت درس داریم که بعد از هر دو درس درسی به نام مرور وجود دارد که در مجموع ۴ درس مروری داریم برای اولین بار نیز در کتابهای درسی شاهد این هستیم که در کتاب زبان پایه هفتم لغت نامه تصویری در انتهای کتاب گنجانده شده است.

باید بگوییم که هر درس از کتاب با یک مکالمه شروع می‌شود و معلم صرفاً چند بار باید این مکالمه را در کلاس درس تکرار کرده و از طریق پخش سی‌دی آن دانش آموز را در معرض زبان انگلیسی قرار دهد، در رویکرد ارتباطی آموزش زبان از طریق محیط واقعی انجام می‌شود و محیط واقعی در کلاس درس توسط معلم و دانش آموز ارائه می‌شود یعنی معلم باید با بچه‌ها سلام و احوالپرسی کرده و از آنها بخواهد که این موضوع را به صورت جز به جز تمرین کنند. و در طول یک تا دو هفته دانش آموزان و معلمان با یکدیگر صرفاً سلام و احوالپرسی را مکالمه می‌کنند.

در درس دوم مکالمه دیگری وجود دارد که سه حرف الفبای انگلیسی در بالای آن درس مشخص شده است و دانش آموزان از طریق مکالمه با این حروف و صداها آن آشنا می‌شوند. کتاب زبان پایه هفتم به مهارت گوش دادن خواندن، صحبت کردن و نوشتن توجه کرده در حالی که

در کتاب‌های قبلی صرفاً به مسئله خواندن توجه می‌شد. در کتاب‌های جدید به دو مسئله گوش دادن و صحبت کردن از همان درس نخست توجه شده است.

در کلاس درس زبان کار گروهی نیز پیش‌بینی شده است به گونه‌ای که بچه‌ها با یکدیگر شروع به مکالمه به زبان انگلیسی می‌کنند و در جریان این مکالمه با حروف نیز آشنا می‌شوند.

****تسنیم:** در سال‌های پیش در جلسات نخست آموزش زبان انگلیسی الفبا به دانش‌آموزان آموزش داده می‌شد اما در کتاب‌های جدید این گونه نیست و در درس اول شاهد آموزش مکالمه و سلام و احوالپرسی به دانش‌آموزان هستیم؟

****علوی:** یکی از روش‌ها این است که الفبا را در ابتدای سال تحصیلی آموزش دهیم که رویکرد قبلی این کار را انجام می‌داد اما این موضوع دانش‌آموز را در خواندن دچار مشکل می‌کرد اما در رویکرد جدید که ارتباطی است الفبا را از طریق مکالمه و محیط واقعی آموزش می‌دهیم. یعنی از داخل کلمه حروف را به دانش‌آموز و از طریق شنیدن آن را آموزش می‌دهیم البته یک کتاب مادر داریم که مشکلاتی که در حین تدریس از سوی معلمان منعکس می‌شود را در آن یادداشت کنیم تا برای سال تحصیلی آینده این مشکلات را رفع کنیم.

****تسنیم:** شیوه ارزشیابی درس زبان در پایه هفتم به چه صورت است؟

****علوی:** در رویکرد ارتباطی ارزشیابی در خدمت آموزش است چرا که می‌خواهیم دانش‌آموزان به طور واقعی بتوانند مکالمه کرده و با یکدیگر ارتباط برقرار کنند اگر صرفاً به آزمون کتبی اکتفا کنیم نتیجه آن می‌شود این که بعد از هفت سال دانش‌آموز یک سلام و احوالپرسی ساده را به زبان انگلیسی نمی‌داند در گذشته کتاب زبان صرفاً آزمون محور بود اما هم‌اکنون رویکرد آموزش محور حاکم است. به گونه‌ای که ۷۰ تا ۸۰ درصد ارزشیابی دانش‌آموزان به مسئله مکالمه می‌پردازد و معلم در طول سال تحصیلی ارزشیابی مستمر از دانش‌آموز را انجام

می دهد و در آزمون پایانی از دانش آموزان می خواهد تا با یکدیگر یک مکالمه داشته باشد ۱۱
نمره از ۴۰ نمره امتحان کتبی است که این آزمون کتبی نیز به صورت کاربردی است یعنی از
دانش آموز می خواهیم که در صورت حضور در یک باشگاه ورزشی خود را معرفی کند.
**تسنیم: در کتاب‌های قبلی صرفاً تمرکز بر روی گرامر بوده است هم اکنون چرا این رویکرد
تغییر کرده است؟

**علوی: در هیچ جای کتاب پای هفتم گرامر وجود دارد چرا که فعلاً برای ارتباط دانش آموزان
به گرامر احتیاج نداریم به گونه ای که در پایه هفتم و هشتم به مبحث گرامر نمی پردازیم اما از
سالهای بالاتر بحث گرامر را به صورت حاشیه‌ای مورد توجه قرار می دهیم.

Appendix B

English version of Tasnim Press interview with Alavi-Moghaddam

Interview with authorities: Change of school English course books after 27 years/ Ability of making conversation in English at the end of the seventh grade

The headmaster of the foreign language department of textbooks authorities stated: language textbooks have not changed for 27 years, but by changing teaching approaches and methods we intended to improve conversation ability and also we won't teach alphabet from the very first session.

Tasnim: After seven years of teaching English to students, why do we see students' mastery of English is too weak so that even after graduation they cannot speak in this language to the extent of a couple of words?

The main goal of English language textbooks is improving reading skills

In relation to this question that why students can't make a short conversation after seven years of English learning in schools, different reasons are involved that one of the most important reasons is that the goal of the present textbooks is improving reading skills.

One of the reasons that the present textbooks cannot improve students' level of conversation ability is that the goal of these textbooks are different. I have to say the textbooks have not changed since 27 years ago and their goal was to prepare students for entering university and reading the general and specialized texts. In fact, 27 years ago, this was the goal and at that time, the issue of English language had not been proposed that critically. Another reason was that students were not motivated enough to learn one or two foreign languages.

I believe the current textbooks improve reading skills in students, so it is natural that a student after 7 years of schooling and at the time of graduation cannot converse very well, but this student is capable in reading skill.

Designing the new textbooks with the goal of improving conversation ability

Tasnim: You mean you believe the current textbooks improve reading skills in students and our students are capable in reading English texts?

It is not that true, but to some extent, we could achieve our goals. Of course we need to know that we designed the new textbooks with the goal of improving students' conversation ability, but we can never claim that students, after 7 years of learning English, will be able to converse very well.

We have an intended curriculum and an achieved curriculum. The intended curriculum is the goal of the authorities and planners, but do the executive elements, the pedagogical time and facilities move the audience toward these goal? We claim if all elements come together, after 6 years, students will be able to speak English to the extent that is considered by The National Curriculum, and fulfilling this subject needs the managers, teachers and each and every involved institution in this ground to do their job perfectly.

Some teachers have not passed the teaching training course of the new English textbooks

Right now, we are reported in some high schools there is not the required equipment to play CD in classrooms that this issue will make trouble to implement the English teaching plan, or some teachers over Tehran have not passed the training course of the new authorized textbook. If a teacher, without passing the necessary training course, takes step in the teaching stage, for sure our considered plan will come to trouble.

Tasnim: how has the English language status been defined in The National Curriculum?

One of the eleven type areas of The National Curriculum is the English language area, and this is not exclusive to English language because the confirmed languages by the Supreme Council of Education, which this organization has authorized them,

such as German and French can be learnt in schools. In this ground and at the end of this course, it is expected students can afford to read English papers at the intermediate level and compose a short article and be capable of communicating, or speaking and listening, to the required extent. A deserved attention has been attracted to English language course that we have not met so far.

Right now, many of English teachers' degree of education is MA and Ph.D. Of course some teachers, because of long time separation from their schooling years, have some weaknesses that they need to try and improve themselves. In some meetings with English teachers, we see their degree of education has been upgraded, and even most of them teach in the private English institutions successfully.

These teachers can achieve the curriculum authorities and planners' considered goals in English courses by true nurture of students and the use of the authorized teacher's guide book and its implementing step by step.

Some of the technique and vocation and mathematics teachers teach English as well.

Tasnim: An extent of students' weakness in English language is related to the weakness of the teachers who teach this course. How much do you agree with this?

Anyway, there are a few teachers who are teaching English unprofessionally, I mean the technique and vocation or mathematics teachers teach English too.

Tasnim: Do you have any statistics of the non-expert teachers who teach English?

I don't have a precise statistic, but there is this type of teachers, particularly in deprived regions. One of the main troubles of the country's teachers was this issue that one of the problems on the road of teaching English to students is the non-expert teachers to whom teaching English course is submitted. We hope some preparations will be made that this issue reaches zero because if the English textbooks don't be taught truly, our considered plan will come to trouble.

Tasnim: What is your plan to keep English teachers up to date?

In this ground, we have designed in-service classes. The English textbooks were intact for 27 years and the in-service classes also were held routinely, but by changing the English textbooks, from now on, we have a forty-hour in-service course for teachers and a thirty two-hour course for other cities' teachers in which the teaching of the methods of the new textbooks, evaluation and the practical teaching of English to students are instructed.

Changing English textbooks according to the higher level documents

Tasnim: What happened that you decided to change the language textbooks and what type of changes has been applied to the seventh grade textbook?

Since 66 the English textbooks taught in schools were almost 99% intact. The current textbooks approach was appropriate for that time, but regarding that the communicative approach, which is emphasized in The National Curriculum, is greatly different from the former approach, or the listening-speaking approach, thus, the former approach could not have any place in the educational system.

We decided to change the textbooks according to the higher level documents among them is The National Curriculum. I need to say the standard lifetime of the textbooks is 5-10 years, and if this time is over, the textbooks are out of standard and the need to change will be sensed.

In relation to the English textbooks, various reasons such as “teachers’ demand for the textbooks change”, “the society’s demand” and “attitudinal changes in English teaching subject” made us decide to change the English textbooks.

In the seventh grade we see the authorization of English pedagogical package that this process will go on for other grades, and each year language textbooks of different grades will be changed.

Tasnim: It is stated that the language textbook of the seventh grade has been authorized based on the latest educational approaches. Would you explain slightly in this ground?

Right now, the dominated approach in the world is the communicative approach, and this approach has been responded very well in the neighboring countries. Thus, according to The National Curriculum, we have authorized a new pedagogical package that we see its positive feedback over the country.

Tasnim: You mean the textbooks have been welcomed by students and teachers and they have no complaint about the difficulty of the new content that has been made?

The teachers who know the textbook principles and goals and, according to the current guides, move along the teacher's guidebook have no problem, but the teachers who have not passed the in-service courses or have not reached the teacher's guidebook or for any reason, have not wanted to apply the teacher's guidebook stages in the classroom are in trouble.

In the seventh grade's English textbook, at the beginning of each lesson, we have a seven to eight-line conversation and depending on the type of teacher's conduct to this conversation, the positive and negative feedback is reflected to us. I have to say this conversation is for the teacher to expose students to English language two to three times in the classroom, and s/he shouldn't do anything else such as translating or making note under the phrases.

In the classroom, the teacher asks general questions about the conversation in Farsi and make students respond. If a teacher attends the classroom and asks students to memorize or translate the conversation, this method is wrong and s/he gets students into trouble.

Tasnim: Should teachers create an environment where students converse together?

At the end of each lesson, we have a section called "conversation" or "roll play" that, regarding the trainings of that lesson, students can have a short conversation to the required extent. In the first lesson, two language functions or "greeting" and "introduction" are emphasized and students experience this topic over 3 weeks.

Thus, during 3 weeks or 6 hours, students at the end of the class time, should be able to make conversation to this extent and this helps them to make conversation if they meet a foreigner in the real context, while in the former textbooks this ability was not created.

We claim, on condition that all elements come together, at the end of the seventh grade students will greet with each other and introduce themselves for 5 minutes and give address, or they can have a 5-minute applied conversation together.

Tasnim: You emphasized that all elements need to come together that students can have a 5-minute conversation in English together. What are these elements?

Principals should have cooperation in this ground. One debate is that the language course needs group work in classroom and this issue probably causes chaos in the classroom that principals should not consider it as the teacher's weakness; the required hardware facilities also should be accommodated for teachers that they can play the language CD for students. Prevention of incorrect schools' shutdown is also emphasized because in the seventh grade we have English only two hours in a week for students.

Teaching English language to students only two hours in a week

Tasnim: Isn't it a short time to teach English to students only two hours in a week?

The supreme council of education makes decision about the pedagogical time and we organize the content of the seventh grade textbook for this two hours. The seventh grade textbook is comprised of 8 lessons that each lesson is taught in 3 weeks. We believe the more the pedagogical time is, the more the learning is, but for the current 8 lessons in the seventh grade textbooks, two hours in a week is adequate.

Tasnim: Would you please present explanation about the pedagogical package and the format of the seventh grade textbook?

Up to now, we mentioned textbook traditionally, but for the seventh grade textbook we don't have book anymore, but rather we see pedagogical package. The

pedagogical package is comprised of 5 main elements which include student's book, workbook, teacher's guidebook, impact disk and teacher's flashcard.

In the former textbooks, we saw student's book, but in the pedagogical package, the student's book, workbook and impact disk concurrently are accommodated to students. Vocabularies and English alphabet letters are inscribed on the teacher's flashcard that teacher uses these flashcards when teaching. The impact disk also includes the lesson audio files recorded by the specialists and pseudo-native individuals which students are to use them in the classroom and at home and must provide it and use it at home.

Student's workbook is comprised of 4 main elements that at the beginning of this book, we see a section called "WELCOM", which is the first lesson, and has been designed for the two goals of "students' familiarity with English language" and "removing this notion that English is an alien language". Students, in this section see the borrowed English words in Farsi; for example, they see vocabularies such as "hotel", "ambulance" and "bus" which are applicable in Farsi although they are English. So, this positive sense will be created in student that s/he knows some English words. On the other hand, this makes teacher have a fairly evaluation of the class students' level by reviewing this lesson at the beginning of schooling year.

The strengths and weaknesses of students' non-balance level of mastery over English

Right now, our major problem is that in English classes, students are not even. Some families have sent their children to the private English classes since 4-5 and this has caused that, in the seventh grade, there is a student at the advanced level of English proficiency and a student who doesn't know the ABCs of English language. Of course this matter can be taken as an opportunity in that, after leveling students by teacher, students can be categorized and the capable students who have a higher mastery over English than the rest can help teacher, as the pedagogical assistant.

In the English textbook of the seventh grade, we have 8 lessons which after each two lessons, there is a lesson called "review lesson" which, after all, we have four review

lessons. For the first time in the textbooks, we see in the seventh grade textbook, pictorial dictionary has been impacted at the end of the book.

I need to say each lesson of the book begins with a conversation and the teacher should only repeat this conversation several times in the classroom and by CD player s/he exposes students to English language. In the communicative approach, English learning is practiced in real context, and the real context is prepared in the class by teacher and students, or teacher should greet students and ask them to practice this topic piece by piece and over one or two weeks. Students and teacher exclusively make conversation about greeting.

In the second lesson, there is another conversation which at the top of that lesson three English alphabet letters are assigned, and students get familiar with these letters and their phonemes in the conversation. The seventh grade textbook noticed listening, reading, speaking and writing skills while in the former textbooks only the reading was noticed. In the new textbooks, the listening and speaking skills are noticed from the first lesson.

In English class, the group work has been predicted too in that students start conversing together in English and in the conversation they get familiar with the letters too.

Tasnim: In the previous years, in the beginning sessions of English teaching the alphabet was taught to students, but it's not true in the new textbook and in the first lesson we see teaching conversation and greeting to students.

One of the methods is to teach alphabet at the beginning of schooling year that the former approach was so, but this method got students into trouble. But in the new approach, that is communicative, we teach alphabet inside the conversation and in the real context. It means, we teach the letters inside the word and by listening. Of course we have a mother book in which we take note the problems which is reflected to us by teachers when teaching, so that we can remove them for next schooling year.

Tasnim: How is the evaluation of English course in the seventh grade?

In the communicative approach, the evaluation is at the service of instruction because we want students to make real conversation and make contact with each other. If we suffice to written exam exclusively, the result will be that one which, after seven years, students don't know a simple greeting in English. Previously, the English textbook was exclusively test centered, but now, the approach is instruction centered so that 70 to 80 percent of students' evaluation deals with conversation, and teacher, during the schooling year, makes the constant evaluation from students and in the final exam s/he asks students to make conversation together. 11 out of 40 score of the exam is written that this written exam is also applied, or we ask students to introduce themselves in the case of attending in a sport club.

Tasnim: In the former textbook, the concentration was exclusively on grammar. Now why has this approach been changed?

Nowhere of the seventh grade textbook is there grammar because for now we don't need grammar for students' communication in that we don't deal with grammar in the seventh and eighth grades, but from the upper grades we notice grammar peripherally.

Appendix C

Persian version of a part of The National Curriculum

۱۰- حوزه تربیت و یادگیری زبان های خارجی

قلمرو حوزه: آموزش زبان بر توانایی ارتباطی و حل مسئله تأکید دارد به گونه ای که فرد پس از آموزش قادر به ایجاد ارتباط با استفاده از تمامی مهارتهای چهارگانه زبانی (گوش کردن، سخن گفتن، خواندن، و نوشتن) برای دریافت و انتقال معنا گردد. برنامه درسی آموزش زبان باید دانش آموزان را با پیکره زبانی، واژگان و ساخت های مورد نیاز برای برقراری ارتباط مؤثر و سازنده در سطح جهانی آشنا سازد.

آموزش زبان های خارجی از ابتدای دوره متوسطه اول آغاز میشود و هدف آن آموزش چهار مهارت زبانی و آشناسازی دانش آموزان با مهارت های ارتباطی در چارچوب جهت گیری های کلی مورد نظر خواهد بود.

در دوره متوسطه دوم، دانش آموزان باید بتوانند متنهایی در حد متوسط را بخوانند و مفاهیم آنها را دریابند. در ضمن توانایی نوشتن، در حد یک مقاله کوتاه، به زبان خارجی نیز در آنها تقویت شود و از توانایی های لازم برای استفاده از منابع در حد متوسط و برقراری ارتباط به یکی از زبانهای خارجی را داشته باشند.

آموزش به یکی از زبان های انگلیسی، فرانسوی، آلمانی و یا سایر زبانهای که شورای عالی آموزش و پرورش تصویب کند ارائه خواهد شد.

جهت گیریهای کلی در سازماندهی محتوا و آموزش حوزه: آموزش زبانهای خارجی باید از دایره تنگ نظریه ها، رویکردها و روشهای تدوین شده در جهان فراتر رود و به عنوان بستری برای تقویت

فرهنگ ملی و باورها و ارزش‌های خودی در نظر گرفته شود. رویکرد آموزش زبا نه‌ای خارجی، رویکرد ارتباطی فعال و خودباورانه است. در سطوح آغازین آموزش، محتوای آموزشی پیرامون موضوعات بومی و نیازهای یادگیرنده چون بهداشت و سلامت، زندگی روزمره، محیط اطراف و ارزش‌ها و فرهنگ جامعه در قالب‌های جذاب انتخاب و سازماندهی می‌شود و در سطوح بالاتر انتخاب و سازماندهی محتوای این حوزه به سمت کارکردهای فرهنگی، علمی، اقتصادی، سیاسی و... متناسب با متون آموزشی سایر حوزه‌های یادگیری و در جهت تعمیق آن‌ها خواهد بود. در پایان دوره متوسطه دوم دانش‌آموزان باید توانایی خواندن و درک متون ساده تخصصی و نوشتن مقاله را کسب کنند. در دوره متوسطه دوم گسترش دامنه واژگان رشته‌های تخصصی به درک بهتر متون و برقراری ارتباط علمی کمک می‌کند.

Appendix D

English version of a part of The National Curriculum

Language instruction emphasizes communicative ability and solution approach so that the individuals, after instruction, will be able to make communication by using all four language skills (listening, speaking, reading and writing) to receive and exchange the concept. The language curriculum should familiarize students with the body of language, vocabularies and grammars required to make influential and constructive communication at the worldwide level.

Foreign languages instruction begins from the beginning of junior high school and its goal is teaching the four language skills and familiarizing students with the communicative skills in the considered general directional framework.

In the junior high school, students should be able to read the intermediate texts and understand their concepts. They also need to improve on composing a short article in English, being able to use the sources at the intermediate level and making communication in one of the foreign languages.

Teaching one of the English, French, and German and / or other languages that the Supreme Council of Education will pass, will be presented.

General directions to organize the content and the education field:

Foreign language instruction need to go beyond the narrow circle of theories, approaches and authorized methods in the world and to be considered as a bed to improve the national culture, beliefs and the interior values. The approach of the foreign languages instruction is an active and self-confident communicative approach. At the initiating level of training, the pedagogical content is selected and organized about the native themes and learners' needs such as hygiene and health, routine life, environment and the values and culture of the society. At the higher levels, this content selection and organization will be

toward cultural, scientific, economic, political usages in accordance with the pedagogical texts of the rest of the learning areas and in the direction of their deepening. At the end of the senior high school, students should be able to read and comprehend simple specialized texts and compose an article. In senior high school, developing the vocabulary treasure in specialized fields is helpful to better understanding of the texts and making scientific communication.

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چکیده

برنامه آموزشی زبان انگلیسی در مدارس ایران به مدت ۲۷ سال بدون تغییر باقی مانده بود. ناکارآمدی این برنامه آموزشی با نارضایتی گروه‌های ذینفع مواجه شد و در نتیجه از شیوه سنتی به رویکرد ارتباطی تغییر پیدا کرد. این تغییر بالا به پایین که با هدف ارتقای مهارت‌های ارتباطی ایجاد شده، گرچه از لحاظ نظری و عملی امیدوارکننده به نظر می‌رسد، اما در عمل با ناهماهنگی‌های بسیاری همراه شده به گونه‌ای که منجر به نارضایتی گروه‌های ذینفع گردیده است. به منظور کشف ریشه‌های این نارضایتی، مطالعه حاضر در نظر دارد بخش‌هایی از برنامه درسی ملی را که به آموزش زبان انگلیسی می‌پردازد و همچنین مصاحبه خبرگزاری تسنیم با علوی مقدم، مدیر گروه زبان انگلیسی را از منظر انتقادی تحلیل کند تا دریابد آیا این گفتمان‌ها واقعیت را بیان می‌کنند یا آن را تحریف می‌کنند. به منظور آشکار کردن تحریف‌ها و سفسطه‌ها، این مطالعه از تکنیک‌های تحلیل انتقادی کلام از جمله ارزش‌های تجربی واژگان، عبارت‌های کیفی، اسم‌سازی، وجه‌نمایی و ساخت‌های کنشی و غیر کنشی بهره می‌برد تا نمونه‌هایی از سفسطه را در این اسناد هویدا سازد. یافته‌ها حاکی از آن است که تغییر اخیر به بازسازی برنامه آموزشی پرداخته است و نه تغییر آموزشی، این تغییر در نظریه و عمل بسیار ناهماهنگ عمل می‌کند، بازسازی برنامه آموزشی رضایت‌کاذب ایجاد می‌کند، و زبان انگلیسی به عنوان تهدیدی برای فرهنگ ایران قلمداد می‌شود. در همین راستا، این مطالعه به گروه‌های ذینفع پیشنهاد می‌کند که معانی بیان‌نهمفته در تغییر برنامه آموزشی را کشف کنند، تغییر را در عمل بررسی کنند، با نگاهی انتقادی به گفتمان تغییر، آن را در نظریه و عمل با هم مقایسه کنند، و ارزیابی کنند آیا شرایط آموزشی ایران آمادگی کافی برای استقبال از تغییر ناگهانی بالا به پایین اخیر را دارد و آیا تغییر اخیر گامی سازنده یا مخرب در راستای پیشرفت آموزشی است.

کلیدواژه‌ها: تحلیل انتقادی کلام، تغییر آموزشی، بازسازی آموزشی، سیاست آموزشی ایران، گفتمان تغییر



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